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Effective curriculum and instruction results from your deep understanding of quality writing—what you know through your own and others' writing. Katie shows us how to apply this personal approach as we create curriculum for our own writing workshops. "In this wise, comforting, intimate book, Katie.

Take Risks and Grow Are you wondering how you can co-teach effectively and make it a successful year for both teachers and students? As co-teachers - a regular and a special education teacher - you will plan lessons and teach a subject together to a class of special and regular education students. Your co-teaching will support academic diversity in the regular classroom and provide all students with access to the county and state curriculum. Co-teaching can be a wonderful experience when planning and communication are in place beginning day one. The first step that you the regular classroom teacher and the special education teacher need to take is to establish a relationship -- even before the students enter the building. Get to know each other on a personal level. After all you will be together the entire year. What things do you have in common? Where did you grow up? When the two of you have a comfortable relationship and rapport with each other, the children feel more comfortable in the classroom. Students can sense tension as well as harmony within the learning environment. A positive relationship will help minimize misunderstandings and motivate you to resolve problems before they escalate. Identify your teaching styles and use them to create a cohesive classroom. Are you a hands-on teacher who loves doing experiments and using manipulatives, never to open a textbook? While your co-teacher needs to use the textbooks first and then supplement with experiments and manipulatives? How do you manage behaviors? What are your discipline styles? Instructional and discipline styles are just two factors you need to examine so that you can combine the best of both of your styles to create a cohesive classroom. You need to find a balance that makes everyone comfortable. When you plan lessons together, you can use your two styles to complement one another and thus enhance the lessons and the delivery of instruction. You create a cohesive classroom with consistent expectations when both of you are on the same page with instruction and discipline styles. Discuss strengths and weaknesses. A good way to do this is to have each of you make a list of strengths, weaknesses, likes, and dislikes. Then take the lists and compare them and highlight the strengths that are dominant for one teacher and allow that person to be the lead teacher in those areas. By using these strengths, you can differentiate your instruction to meet the needs of a larger group more frequently within the classroom as well as allowing for individualized instruction. Discuss Individualized Education Plans and regular education goals. To create Individualized Education Plans IEPs , the special educator needs to involve the regular educator in the special education process. Students in special education belong to both educators, so the general educator must be informed about the IEP for each child. Otherwise, the two of you cannot effectively execute the plans. It is important to discuss the modifications and accommodations as well as the goals and objectives to ensure student success in the classroom. In the same way, the regular education teacher should discuss with the special education teacher his or her goals for the regular students, as the regular education students belong to the special education teacher as well. Both educators should be addressing the goals, objectives, and mandatory curriculum for that grade level. Formulate a plan of action and act as a unified team. You have to make decisions constantly throughout the year, so if you formulate a plan of action in the beginning of the year, disruptions will be minimal. Consider the following items in your plan of action: Scheduling Classroom procedures, such as class work and homework policies, turning in work Consequences of not following rules and procedures Grading Communication between home and school Talk about what you will tolerate as well as how you will respond to actions that are not acceptable. Be consistent when dealing with parents, and meet as a team for conferences with them. Determine your roles in advance so that you do not contradict each other or foster misunderstandings during the meeting. Take risks and grow. A wonderful aspect of co-teaching is that it allows you to take risks, learn from each other, and grow as professionals. Co-teaching provides a safety net when you take risks in your instruction. When you are the only teacher in the room and a lesson bombs, you often have to stop and move on and then analyze later why the lesson fell apart -- without the assistance of someone else in the room

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observing the lesson. Co-teaching is an experience that is as good as you allow it to be. You have the opportunity to work with another educator daily. Make the most of it.

2: Collaboration/Cooperative Teaching | Special Connections

S:\T&LLANGUAGE ARTS\study guides\what you know by heart study www.enganchecubano.com 3 Chapter 5: Letting Authors Co-Teach the Curriculum Process 1. As you begin Chapter 5, share out how you use authors as "co-teachers" in your own.

Murawski and Philip Bernhardt Follow these five steps to support a vision of successful co-teaching in your school. Co-teaching is the newest initiative to be implemented by your school district. Students with special needs can no longer be simply physically "included" in general education classes. These students need and deserve authentic opportunities to access and participate in the curriculum. To accomplish this goal, co-teaching has been embraced as the panacea, the magic bullet, and the fairy dust all rolled into one. Teachers must now "co-plan, co-instruct, and co-assess" Murawski, , p. What do you do? Second, you realize that you have the resources and leadership ability to make co-teaching happen. In all honesty, some of these steps may be more difficult to implement than others, but our goal here is to provide practical strategies to make thoughtful implementation of co-teaching less difficult. Provide professional development on inclusion, collaboration, and co-teaching. This step cannot be emphasized enough. Co-teaching requires more than just learning to "play nicely" together. It requires a paradigm shift—from teaching in silos to teaching in tandem, from owning the front of the room to sharing space, from sending students with special needs out of the classroom to thoughtfully differentiating for diverse learners. Before working on collaboration and communication skills, educators need to embrace the mindset that inclusion is an issue of both equity and social justice. Then, teachers and administrators will be more prepared for and committed to co-teaching. What can you do to create the conditions for successful professional development? Adopt one schoolwide or districtwide definition of co-teaching and provide clear examples of what it should look like. Engage individuals in the school who have power, expertise, and experience in co-teaching to help bring others on board. Use outside experts and facilitators if your internal experts are being ignored. Provide professional development to specific groups for specific purposes. Make sure your special educators can clearly articulate their areas of expertise and know how to provide specialized instruction while in the general education class without becoming a glorified aide Murawski, Finally, ensure that all teachers are familiar with the most common co-instructional approaches: Everyone involved in the scheduling process needs to understand the key criteria for creating an authentic co-teaching environment. Too often, we hear horror stories of two teachers being asked to instruct 60 students together because someone thought combining two classes of 30 students constituted genuine co-teaching. Similarly problematic are classes labeled as "inclusive" but made up of 30 students with individualized education programs IEPs and four students without IEPs. How can you create a suitable schedule? Most important, schedule students receiving special education into the master schedule first. This demonstrates your commitment to inclusion. This includes students with disabilities, English language learners, students on plans, and even students who are highly gifted. Each of these students is likely to require more attention than the typical learner; plus, the more students with special needs there are in the class, the more their needs begin to dominate classroom instruction and the less "inclusive" it truly becomes. Be careful not to burn out your teachers or spread them too thin. The more specialists a general education teacher sees in one day, the less likely it is that the teacher will co-plan with any of them, so assign general educators only one special educator to co-teach with. Special educators can collaborate with multiple colleagues; but to truly co-teach, which entails co-planning, co-instructing, and co-assessing, they need to start with one or two partners. Build in planning time for co-teachers. The best way to do this is to create common planning periods. If your departments or grade-level teams have common planning time, ensure that the special educators working with those teams have a planning period at the same time so they can assist teams in creating universally designed lesson plans that incorporate opportunities for differentiation. Other options for scheduling planning time for teachers include using professional learning community time, having a substitute come in once a month, using banked time, organizing lunch meetings, and replacing lunch or recess duties with co-teaching planning time Murawski, Choose what works for your school and teams. Strategically

schedule paraprofessionals in general education classes and provide them with professional development about their role in the inclusive class Nevin et al. We suggest paraeducators be in classes that are not co-taught, thus maximizing the number of general education classes that have additional support. Try to assign paraeducators to classes in which students need minimal support or monitoring, as opposed to classes that need the more strategic support that a special education teacher would provide. Partner the right teachers. The main reason for this is that co-teaching involves people with complex and dynamic personalities. Co-teaching is a relationship built on professionalism, collaboration, and a common goal of supporting student success. It is important to note, however, that these goals can be derailed by partnerships that simply do not work. Although there is no formula to finding the "right" pairs, there is research indicating how to improve the chances that co-teaching teams will gel. As the school leader, what can you do to create successful co-teaching partnerships? After providing professional development on what co-teaching is and is not, start by asking teachers to consider finding their own partners and volunteering. Be sure to give them the parameters of what classes, grades, or subjects will need to be co-taught, and ask them to work within those parameters. Create a small pilot program of volunteers to try co-teaching so you can see how it works in your school. Provide resources to these teams to maximize their chances of success. If you have to form the co-teaching pairs, try having faculty complete surveys on learning preferences, multiple intelligences, personal dispositions, and relationship dynamics. Use this information as you think about your faculty; can you identify individuals with complementary personalities who you think would work well together? Ask each one individually about co-teaching with the other. Finally, set up fun ways for faculty members to meet and interact with one another, such as a pizza lunch or TGIF party. This will assist in the relationship-building process and will start to build natural partnerships. Remember, the more collaborative your school culture is, the easier it will be to create and maintain co-teaching teams. Supervise and evaluate strategically. Many education leaders have never had personal experience co-teaching, but they need to know what to look for, listen for, and ask for when observing, supervising, and evaluating co-teachers. When evaluating co-teaching pairs, make sure you understand co-teaching principles and strategies in addition to what you already know about effective teaching practices. Because the most effective co-teaching teams use a variety of co-instructional approaches, you will need to observe pairs more frequently to get a deeper understanding of what is occurring in the classroom. Learn what to look, listen, and ask for that will demonstrate co-planning, co-instructing, and co-assessing. Be sure to evaluate both teachers at once and not in separate observations. Otherwise, teams will typically allow the teacher being observed to "take the lead" in order to get the best evaluation, and you may not actually observe true co-teaching in action. Remember that there is no reason to take sides when evaluating co-teachers. Co-teaching is collaborative, so the supervision and evaluation process should be as well. Improve, increase, and institutionalize co-teaching practices. Unfortunately, your work is not finished. What happens when more parents learn that your school offers co-taught classes? What happens when more of the IEPs written in feeder schools require co-teaching? What happens when you lose faculty who were trained in and committed to co-teaching? What happens is that you are ready. How can you successfully institutionalize co-teaching? First, thoughtfully support struggling co-teaching partnerships. These teams should be the models others look to emulate. Identify your stellar teams, and have other teams observe them. Create capacity by adding more co-teaching teams based on instructional need. Do this slowly and methodically by putting the appropriate scheduling and planning times in place as well. Finally, solicit feedback from students, parents, teachers, administrators, and other community stakeholders. Are they noticing any benefits from the co-teaching classes or relationships? If not, why not? Collect and share data about student success! In co-teaching, you need to make room for shared discussion. Another part of leadership for co-teaching is making sure you have ways to mitigate problems when the partners need "couples therapy. You need to be ready for that. The leader needs to know how to structure a conversation without micromanaging it. At my school, we have two two-person teaching teams, a preschool team and a kindergarten team, in which both teachers have the same level of leadership and responsibility in the classroom. I meet frequently with them, even individually, before they go into the team-teaching situation. I ask, "What are you looking forward to? What are the strengths you think this person is going to bring to the classroom? What fears do you have? Are

you going to be able to give up things that you care about? That helps ensure that the co-teachers form a strong team that can take risks together. Remedial and Special Education, 30 4 , 1â€” Co-teaching at the secondary level: Unique issues, current trends, and suggestions for success. High School Journal, 86 4 , 1â€” Co-teaching in the inclusive classroom: Working together to help all your students find success.

3: Modeling Expert Learning: Letting Go of Knowing It All â€” BHP Teacher Blog

Developing the curriculum of process --Write like a teacher of writing --From writing to writing curriculum --Getting started developing the curriculum of process --Looking closely at minilessons: teaching from our own writing --Letting authors co-teach the curriculum of process --Developing the curriculum of products --Read like a teacher of.

One Teach, One Observe. One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. One Teach, One Assist. In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed. On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently. In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Be open-minded There is more than one way of doing things. Be open to new ways of thinking and new ways of learning. Include your students Ensure you are part of their learning community rather than boss of the learning. Talk about the process of learning. Listen to their voices. Books on co-teaching Editorial Reviews From the Back Cover Unlike most books on co-teaching, this user-friendly guide goes beyond the basic general education-special education team and offers tips for every co-teaching scenario imaginable. Beninghof has included a wealth of practical suggestions for defining teacher roles, planning lessons, providing effective instruction, and maximizing the value of each team member. Throughout the book are real-life stories and sample co-taught lessons that emphasize creative yet time-efficient instructional strategies that lend themselves seamlessly to the co-taught classroom. Beninghof also addresses common challenges experienced by co-teachers and offers solutions ranging from teacher-to-teacher efforts to school-wide initiatives. Teachers and instructional leaders at all levels and in a variety of content areas will find this book replete with valuable guidance so that success in the co-taught classroom is guaranteed. She redefines and labels the co-teaching models in a way that is simple and makes sense. Teachers use her suggestions and strategies to collaborate and strengthen not only their partnerships, but also their pedagogy. Anne demonstrates a variety of research-based methods that are easy for teachers to replicate for the benefit of all students in the classroom. The book provides tested frameworks and tools for teacher collaboration on lesson planning, student grouping, assessment, and discipline. It also offers guidance on managing overcrowded classrooms and on designing and implementing differentiated lessons and assignments, and includes advice for administrators. Co-Teaching in the Differentiated Classroom Contains suggestions for successful classroom management, flexibility, planning, and scheduling Includes community-building activities and show to develop student profiles Offers advice for designing differentiated lessons and questions for achieving flexible grouping Contains sample lessons, activities, and templates Discusses using assessment as a grading tool Offers advice for administrators on promoting a collaborative environment In addition, Co-Teaching in the Differentiated Classroom includes model student profiles that represent a broad spectrum of learners as well as examples of tiered assignments that readers can either use or adapt to meet the needs of their classroom. In this unique work, Fattig and Taylor demonstrate how to create a highly successful program using a combination of co-teaching, collaboration, and differentiation. Highly practical, it considers the real lives and demands upon teachers in terms of federal, state, and local standards and expectations across the curriculum. Graphs, lesson plans, charts, and anecdotal

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examples cover everything thoroughly and realistically from how to get started reforming a school to working with parents.

4: Co-Teaching: How to Make it Work | Cult of Pedagogy

As a special educator, I was frequently asked to co-teach courses in which I was not a content specialist. Luckily, I attended a co-teaching conference with Dr. Wendy Murawski, who pushed me to see myself as a learning specialist.

Your path will depend on a variety of factors including your educational background, location, interests, and your motivation to make a difference in education. To become licensed as a teacher, students must learn about pedagogy, methodology, and technique to provide them with a comprehensive knowledge of teaching. Most education programs incorporate classes on the philosophy of education, psychology of learning, and technology in the classroom into their courses of study. Finding time to fit in all of this learning can be difficult, particularly if you are working part or full-time to make ends meet. Whether you are a natural teacher seeking the credentials to start your career or an educator trying to make the leap into administration to enact change, Teach. Types of Online Degrees for Teachers Depending on how far you want to take your career in education, there are a variety of degree options that can help you achieve your goals. For those looking to address change at a higher level or make an impact in education administration, a Doctorate in Education might be the right fit. Learn a little more about each degree option below: Often, it is easier for education professionals to complete the MAT degree online, in an effort to maintain an income and use their time efficiently. Many Online MAT programs offer specializations within the field of education including special education and childhood education, allowing students to concentrate their studies on a passion area. Read more about Online Master of Arts in Teaching Programs Online Doctorate in Education EdD For people in the education sector that are already working full-time but wish to bolster their credentials in pursuit of career advancement, specifically towards a career in high-level administration or policy, an online EdD might be the perfect option. An online EdD delivers top quality coursework and content through a blend of online interactions and real-world experiences aimed at creating well-versed and informed social innovators in the education sphere. Online MST programs are perfect for someone who does not have a background in education but is looking to make a career change or begin their career within the education field. Read more about Online Master of Science in Teaching Programs Online Master of Education ME An Online Master of Education ME is a graduate degree that is generally geared towards current and aspiring teachers and school professionals who are look to advance their careers within the field of education. Read more about Online Master of Education Programs The Online Education Experience The classroom experience is the greatest differentiating factor between an online degree and an in-person one. Many people assume that that an online degree is an impersonal approach to education, featuring less interaction with peers and professors but this is not always the case. In many ways, a comprehensive online experience can feel a lot like a traditional one. With some basic access to technology and the know-how to use it, anyone can become a successful online student. Some examples elements of an online education experience are virtual live classes using a webcam, a learning management system for discussions and assignment access, interactive course content designed by university faculty, and access to tech support to assist you. Some key components to look out for in determining an online degree program that works for you are: Synchronous Learning Synchronous learning, in the world of online education, refers to classes that take place in real-time. These live classes bridge the gap between in-person and online programs and make the learning experience as interactive and engaging as possible. Access to Tech Support A strong technical support team is crucial, especially given the time sensitive nature of many assignments that come with participating in a degree program. Offline and Mobile Access Mobile access to coursework and lectures is extremely helpful and provides students with the greatest flexibility for their learning experience. This, along with offline access to course materials via a mobile app, enables students to be in the best position to succeed during their online program Small Virtual Classrooms While in a traditional university program you may be attending lectures in halls with dozens of peers, many innovative online programs cap the sizes of the live classes at around 15 students. This ensures that each student gains a community of peers to work with and guarantees face to face interaction with the professor of the course. Careers in Education Many careers fall under the overarching umbrella of the education field.

Besides the most obvious, like teachers and school administrators, those with an interest in making a difference in education can become library and media specialists, school counselors, speech pathologists and many more. The job market for each of these career paths varies but, typically, careers in the education sector are fairly reliable - everybody needs an education! Below are snapshots of possible careers in education: Careers in Teaching Elementary and Secondary schools hold the most jobs for potential teachers, with , and , projected job openings respectively from according to the BLS. Teacher Salaries can vary widely depending on subject area, education level, and school setting, but are typically dependent on years of experience. Here are a few example median salaries for teachers in a variety of settings: State Teacher Certification Requirements Find out how to earn your teacher certification and become a teacher in your state by selecting your state from the list below and exploring what it takes to become an educator. Each state has a wide variety of teaching statistics and information on roles, salaries, career trajectory, and state-specific requirements. Find your state and learn more about what it takes to become a teacher:

5: Effective Co-Teaching Strategies | TeachHUB

Co-planning for co-teaching requires dedicated time and collaborative effort by two or more people. Whether co-planning with another educator or a student teacher, the co-planning process involves additional tasks not found in individual planning.

Co-Teaching The Power of Two We love our jobs! Co-Teaching Before After Slide6: Our Philosophy Philosophy Vs. Not without a lot of work! Modify, adapt, modify, adapt and then do it some more! Two heads are better than one! It just makes good sense! Student Benefits Increased homework completion rate More opportunity for teacher contact throughout the day Opportunity to respond increases More students get assistance Seeking assistance is commonplace Helps students build relationships with teachers More Student Benefits: Fewer discipline problems Incidental collaboration More Teaching Benefits: Fuhrer Obstacles to Inclusion Change: Obstacles to Inclusion Change: Overcome preferences to work alone Ownership of all students not mine, yours! Differentiation of instruction no more same old, same old! Slow down Increase wait time Failure to acknowledge slow processing: May cause a lack of participation by the student Creates students reluctant to take chances Mike Visual Perception: Visual Perception When students have difficulty understanding what they are looking at. What do you see? What do you see?: Colored overlays help overcome tracking problems associated with dsylexia.

6: The Writing Process Intro w/ Pre-writing mini-lesson by steven carbone on Prezi

A curriculum often consists of a guide for educators to teach content and skills. Some curricula are general road maps, while others are quite detailed and give instructions for day to day learning. Developing a curriculum can be quite challenging, especially when expectations have such a large.

However, what constitutes a team often varies from teacher to teacher and even from school to school. Despite the increasing popularity of this service delivery model, the field currently lacks a strong empirical database on the overall effectiveness of this model. Research has been limited to case studies, observations, survey research, and reports from teachers involved in the process. Nonetheless, from the work currently completed, a number of benefits are presented in the literature including: Within the research literature on co-teaching, several common themes emerge that are critical for this model to be successfully implemented. These themes focus on a need for communication between co-teachers, administrative support, similar philosophies, and planning time. Co-teaching is typically perceived as two educational professionals working together to service a group of heterogeneous learners. The most common teams of educators found to engage in co-teaching relationships are: These teams may have a long-term agenda for working together an entire academic year or short-term agendas such as completing a unit together or preparing students for some specific skills e. Despite the numerous co-teaching relationships that can exist, for the purpose of this module, the examples will focus on collaboration between general and special education teachers in the general education classroom. If you have other types of relationships in your school, then simply reflect on how those roles relate to the ones described. What does co-teaching look like? The literature illustrates that when two professionals work together 5 types of co-teaching emerge. These 5 models were introduced in the literature in and continue to be refined and further developed by researchers in the field. Remember, the jury is still out on the effectiveness of co-teaching, but research has shown that when clear expectations and meaningful use of the skills of both educators are not evident, this model can be ineffective in both the eyes of the teachers involved and in relation to the ever increasing pressure of measuring student learning. With this caution in mind, this module will focus on how to increase the effectiveness of this model and provide tools that can be used to increase teacher satisfaction and to emphasize a stronger focus on student learning outcomes. Here are some things to consider about co-teaching at the elementary, middle, and high school levels. A barrier that exists across all levels is finding time to plan. The following discussion on various grade level information is provided to assist with finding time across grade levels. Elementary School The primary benefit of co-teaching at the elementary level is that students with disabilities typically are taught by one teacher and may visit other teachers for specials. The downside of co-teaching at the elementary level is that most students with disabilities have deficits in the area of reading and often reading is scheduled for all grade levels in the morning. If only one or two special educators are employed at the school, then co-teaching in the area of reading can be very challenging to schedule. One thing that teachers should keep in mind is that collaboration with a teacher may not need to be at the same time every day or even for 5 days a week. For example, teachers at this level have found greater success in trying to work 2 days a week in one classroom and 3 days in another and the next week switch. Another strategy to consider at this level is to have a floating planning period. If the special educator has a different planning period each day of the week, this structure allows him to work 4 days a week with the general educators but also provides for planning periods across the day instead of only one specific period. Middle School If you are functioning as a true middle school, then read on for ideas. If your school follows more of a junior high model, then the ideas suggested in the high school section are better to consider. At this level several issues come into play related to co-teaching that are primarily centered on student and teacher issues. For teachers, the primary issue is making sure that "true" collaboration is occurring between content area teachers and special educators. In many middle schools, the special educators are a team and 4 content teachers are a team. In a strong, co-taught middle school setting, special educators are assigned typically by grade level to be a member of the interdisciplinary team. Also at this level, as is true at all levels, students with disabilities who are included in a co-taught setting must feel positive about themselves. Some

ideas to address this might be to have a resource period once a day in which students are given a 5-minute overview of the content they will be learning the next day. For students at this level, positive self-esteem is critical, and helping students feel like they are ahead of their class instead of behind their peers can be helpful.

High School At this level the structure can be the most accommodating for co-teaching and yet the most challenging to schedule. If your school is using a block schedule, this structure can be of great benefit with a more hands-on learning environment for students with disabilities. However, for the special educators, this may mean that they are limited in the number of classes that can be covered in this type of structure. Therefore, what might need to occur is splitting time between 2 blocks or attending one class 3 days a week and another class 2 days a week. The other barrier that occurs at the high school level is the lack of interdisciplinary planning. Often the structures in many high schools focus on planning within content teams also true in a junior high model, which makes learning at times disjointed and causes the special educator to need to work across numerous content teams. This disjointedness may limit the planning time the special educator can find with the general educator and can be a huge barrier if the special educator has limited content knowledge. One idea to consider at this level is to start assigning special educators by content areas instead of by disability which requires them to teach across content areas. In this time of high stakes testing, this type of structure can provide a more effective model for special educators to become skilled in content areas to ensure students are successful in meeting state competency requirements. This type of structure also allows for greater parity between special educators and content specific teachers.

Keys to Successful Co-Teaching As with any teaching technique, the skill of the teacher is as important, if not more important, than the technique. However, in co-teaching there are at a minimum three critical issues that teams should address prior to starting the process. If you are currently co-teaching, you may want to reflect on these issues to refine what you are already doing.

Planning - This seems obvious, but co-teaching teams need time to plan and a commitment to the planning process. If one teacher shows up on time and the other always arrives late, then this lack of commitment can hinder the teaming process. At a minimum, teams need 10 minutes per lesson Dieker to plan. This figure was gathered from teams not in their first year of teaming. Therefore, in the first year, additional time for planning may be needed. Teams should not start their planning period with kid specific issues e. Kid specific issues should be addressed throughout the planning process or after the lesson planning is completed. Remember, if no planning time is available, this will limit the types of co-teaching that can be used in your school.

Disposition - The philosophy of the two teachers working together is important to consider. If one teacher believes all students should be included and appropriate accommodations are essential, while the other believes that having high standards means treating all students the same, these differences can greatly hinder the co-teaching process. Before starting the co-teaching process, discussing your perspectives on issues such as fairness, grading, behavior management, and philosophy of teaching are important in order to become an effective team.

Evaluation - This area is one that is lacking in many individual classrooms and in many schools which have adopted a co-teaching approach. If co-teaching is happening school-wide, then a systematic method should be used to evaluate both teacher satisfaction and student learning with this model. If teachers are working in a team setting, then at least every 4 weeks, they should set aside a few minutes to discuss two critical questions: If such issues arise, it does not necessarily mean that co-teaching should not continue, but modifications and adjustments should be an expected part of the co-teaching process.

Barriers to Effectiveness Several things can stand in the way of effective teaching in general. However, some issues that are unique or critical to the co-teaching process are described below with some suggestions as to how to address these issues.

Time - The amount of time to plan, the time spent developing a school-wide support structure for co-teaching, the time spent to prepare the students, and the time teachers are given to develop a personal as well as a professional relationship can all greatly impact the co-teaching process. This statement does not mean that co-teaching has to take more time, but initially the time must be dedicated to create a school and classroom that support teaching teams as well as including students. Leadership must either lead teachers in using this type of model or must empower teachers to develop their own skills. Also critical to making this type of structure work school-wide is that the schedules of students with disabilities and co-taught teams should be created first, and then other activities must fill in

around these important structures. No matter how creative, a limited amount of time or structure for this process can jeopardize the success of this model. Grading - Just as the time and structure must be determined and scheduled prior to the start of a co-teaching relationship, the same should hold true for grading. Co-teaching teams must determine prior to the start of the semester how they will grade students with diverse learning needs in their classrooms. Other ideas for grading are provided below, but the most important variable to remember is to determine how students will be evaluated prior to the start of the semester instead of at the end of the grading period. Student Readiness - Even 10 years ago many students with disabilities were not included into the general education curriculum. They were often pulled out and taught separate skills or curriculum. It is important to remember that simply including students into general education co-taught settings may not ensure their success. One of the struggles that teachers at upper grade levels must acknowledge is that many students with disabilities have received a disjointed education and may have large gaps in their knowledge base. Just as teachers take the time to prepare themselves for a co-teaching relationship, this same type of preparation may be needed to assist students with disabilities who will be included in the class who have either academic or behavioral gaps compared to their peers. Teacher Readiness - Even in the strongest schools with the strongest teachers, resistance to a co-teaching model can occur because teachers often are considered to be autonomous. The best way to address a school-wide co-teaching model is to let teachers know preferably using a family model that they will be co-teaching next year. Then allowing teachers collective autonomy to design models or structures that will work for them but using collective accountability that these structures must show teachers should be allowed collective autonomy to design models or structures that will work for them, along with collective accountability which shows how they are using co-teaching to ensure all students are in their least restrictive environment and making strong achievement gains. High Stakes Testing - At the core for everyone at every grade level in every district is the issue of how co-teaching may impact testing. As mentioned earlier, clear evidence does not indicate a conclusive outcome for co-teaching, but with that said, some things are critical to consider in relation to the impact of co-teaching on standardized assessment. First, any initiative that is implemented must be done in a careful and planned manner to ensure the success of all students. For example, if 15 students with the same disability are placed into a classroom so that co-teaching can occur, how will this impact the other students in that class? Research clearly indicates that heterogeneous learning communities are the most productive, yet many times when we include students with disabilities, this factor is quickly forgotten. If students with disabilities are included without sufficient supports, this is not only against the law but will ensure failure of the co-teaching relationship. Third, is ongoing evaluation and data being gathered that reflect the intent of the co-taught setting? Whether co-teaching is occurring at a classroom or school-wide level, data on behavioral, academic, and social skills of all students must be gathered and assessed on an ongoing basis. If this does not occur, then waiting until the local or state assessment indicates that students are failing is too late. Fourth, as data is assessed, school leaders need to look across the data and within the data. Are students in a specific quartile moving up for the first time? Over and over again students who are considered "at-risk" but do not qualify for special services talk about their feeling of success for the "first" time in co-taught settings. Finally, listen to the data and the students. Summary Like any educational practice, co-teaching can be successful if implemented in a school that embraces the philosophy of inclusion, by teachers who have had time to define their roles and are given continued time to plan. In addition, the students with disabilities who will be served in the co-taught setting need to be prepared for this change of service delivery. Finally, administrators and teachers must develop tools to evaluate the success of all students in this model if they are to measure their success and to make changes when co-teaching is not working. In the following section there are numerous tools that can assist you in thinking about your school, your classroom, and most importantly your students in attempting to create the most successful co-taught environment for all students.

7: How to Develop a Curriculum: 15 Steps (with Pictures) - wikiHow

It is recommended that collaborative teams select among the co-teaching approaches, as needed, based up the curriculum demands of a unit or lesson and student learning characteristics, needs, and interests.

That was my first thought when I saw the class roster. In one of my ninth grade English classes, 13 of my 27 students had IEPs. Additionally, about one-third of the students had failed the class the previous year. I dreaded even meeting them on the first day of school. But then something wonderful happened: The principal assigned me a co-teacher, a special education expert to serve as another set of hands and eyes and ears! My co-teacher Sandie was a joy to collaborate with, but our relationship was by no means perfect, especially at the beginning. We often struggled to find planning time. Sometimes we disagreed about how to best help a particular student. However, we nurtured the co-teaching relationship and, in time, found a rhythm that worked for us—and for the students we served. Co-teaching, when done well, offers benefits for both students and teachers. When not done well, it can be confusing or downright frustrating for all involved. If you are or will be part of a co-teaching partnership, this post will show you some ways to make your partnership work beautifully. A co-teaching team works in the general ed classroom; for the majority of the time, students with special needs are not pulled out to receive services in another location. For instance, a middle school social studies teacher may have an ELL teacher co-teaching with him during one class period because five students in that class are newcomers to the United States and speak only Arabic fluently. A high school teacher may have one or two sections of biology to which many students with IEPs for reading are channeled; a co-teacher who specializes in reading disabilities co-teaches in these classes. A 4th grade teacher may have two students with plans and another three who have specific learning disabilities in her class; she works alongside a special education teacher daily during lessons in the four core academic subject areas. For more background, download this [Brief History of Co-Teaching](#). One teach, one observe: One teacher delivers instruction while the other observes student learning. Usually the observer collects data on student understanding so that the co-teaching team can better plan future instruction. Sometimes, specific students are watched closely so that the teachers can determine new strategies to use with them. One teach, one assist: One teacher takes the lead in providing instruction while the other moves around the classroom, assisting struggling students. This help is not limited to students with special needs; the assisting professional is there to serve whomever needs support. The class is divided in two groups and the same material is presented simultaneously by both teachers. Both teachers are actively involved in instruction as students are divided into groups and rotate from one station to the next. There may be stations where students work independently or with a paraprofessional in addition to the two stations the co-teachers facilitate. One teacher takes a small group of students and provides them more intensive or specialized instruction that is different than what the large group receives from the other teacher. It is important to note that both teachers have equal status and equal responsibility in all six of these arrangements. In the co-teaching relationships that work best, at no time is one teacher seen as subordinate to the other. Both professionals are credentialed professionals, although each may have his or her specific areas of expertise. The advice below sums up the most common recommendations. Not surprisingly, mutual respect is critical to the co-teaching relationship. When they collaborate, Amy feels her suggestions for tweaking whole-class lessons are not taken seriously by her partner. The physical science teachers welcome her ideas and eagerly adjust their lessons based on her suggestions. They are seeing a steady increase of students mastering the required standards in the classes Susan supports. Words and gestures speak volumes. Take care to show respect for your partner in all you do. Clearly define roles and responsibilities. Co-teaching works better when the partners agree on who does what, when. Clearly defined roles and responsibilities prevent either partner from feeling the other has overstepped a boundary or shirked responsibilities. Obviously this type of planning requires a great deal of time, ideally before school starts. If extended time is not available prior to the beginning of the school year, then the co-teaching team should expect to put in extra hours before and after school in the first few weeks so things get off to a good start. My co-teacher Sandie and I did not have advance warning of our assignment. We found out about it on

the first teacher workday, leaving us only a few days before the students arrived. Sometimes this means one person has to put aside his or her favorite tried-and-true strategy and try something different. When Susan suggested a tactile, quiz-like method for reviewing the periodic table to her physical science co-teaching partners, they were skeptical about the time and materials it might require. They initially felt it would be more efficient to simply give additional notes to their students and then pair students to quiz each other. The students loved the activity, and almost every student with special needs passed the chapter test two days later. All three teachers were thrilled and committed to using the activity in future years. The co-teaching relationship brings together two people with wonderfully rich expertise and experiences. General educators, on the other hand, tend to have broad knowledge of the curriculum, standards, and desired outcomes for the larger group. Therefore, when general educators plan lessons, they tend to aim for the masses Dettmer et al. Both perspectives are important, and co-teaching teams need ample planning time to work through how to best utilize each one. Lack of planning time can lead to territorialism. Without time to plan for a good balance of content and individualization, a general ed teacher may become protective of his subject matter, or a specialist may become protective of his students. One teacher often asks Emma to pull aside the five or six students with specific disabilities within his class and work only with them. An assistant principal who oversees the math department facilitates the meetings so Emma feels supported and the geometry teacher has another content-area expert to hash things out with. Keep in mind that planning must include both instruction and assessment. How much time is ideal? This figure corresponds to what worked for my co-teacher and me, and it also confirms what I hear from many co-teachers in the field. Strive to find that time any way you can. We are often our own worst critics. This is the kind of ongoing learning we want to model for our students. And, as in most situations in life, a little bit of humor goes a long way. Laugh with your co-teacher. Planning time is one thing; constant communication is another. Not only should co-teachers frequently plan for what standards will be covered, how material will be taught, and how students will be assessed, they should also regularly communicate in less formal ways. Co-teaching teams have different methods to create and sustain that communication: Eddington and Wolf use the Voxer app throughout the school day and on their drives home to send messages back and forth. Voxer works like a walkie-talkie and allows back-and-forth conversation in real time when two people are not physically close to each other. Voxer, texts, and emails can all work well, especially if one teacher has urgent information or an urgent question about a particular student. Teams can use Google Docs or other shared documents to keep track of lesson planning and to share feedback with each other on how lessons went. Collaborative documents can also be used to provide each other with information about targeted students. In addition to ongoing communication, Ariel Sacks reminds us to periodically check in with our co-teacher about how we are doing in general. She recommends asking your partner the following: Are there management items we should clarify, such as when are students allowed to go to the bathroom? Are we sharing airtime well? Are we dividing grading in an equitable way? Would different teaching formats better utilize the two of us in the classroom? Finally, co-teachers need to present a united front when dealing with parents. Some partners go as far as to create a shared email address from which all communication flows. This may or may not be practical in your situation. For more in-depth information about communicating and collaborating with your co-teacher, see *Communicating and Collaborating in Co-Taught Classrooms* Conderman et al. This is what happened with Sandie and me. We were able to find snippets of time during the school day to use for planning and checking in with each other, but we had no common planning period. Go to your principal with a couple of proposals about how this can work without too much disruption to the rest of the schedule. Sometimes co-teachers may not understand fully why they are being asked to team. If this is the case, ask for a meeting with the principal and any others responsible for the assignment. Ask them why they thought the two of you would be a good fit and what they hope you will accomplish with students. If you and your co-teacher have not recently been observed, ask the administrator to come sit in on part of a lesson. Debrief with the administrator, ideally with your co-teaching partner. When an observer offers data and feedback to both of you, it may feel different for your partner than when you share things from your perspective. This co-teaching observation form can help. Be cognizant of your demeanor, tone, and body language. Students are quite perceptive and can easily spot trouble. If your colleagues or students give you any

evidence that they know the co-teaching arrangement is ineffective, head straight for that trusted administrator to support you. Communicating and collaborating in co-taught classrooms.

8: What You Know by Heart by Katie Wood Ray. How to Develop Curriculum

authors outlined strategies to develop a standards-based IEP aligned to the Texas general education curriculum; one that promotes meaningful access to the state of Texas academic standards.

Big History is interdisciplinary and covers a wide range of knowledge and methods, which can feel daunting to teachers. Indeed, Big History is really, really big. You can successfully teach Big History knowing what you already know. You can read and contribute to the conversation at any point during that time and even after! As a special educator, I was frequently asked to co-teach courses in which I was not a content specialist. Luckily, I attended a co-teaching conference with Dr. Wendy Murawski, who pushed me to see myself as a learning specialist. This reimagining of my role in the classroom dramatically changed how I approached teaching. At roughly the same time, my students were given better access to instructional technologies that allowed for greater amounts of independent research and exploration of topics that interested them. It removes you from being the conduit for all content knowledge, and allows you to become a leader in expert learning for your students. What does it mean to be an expert learner? Expert learners are purposeful and motivated, resourceful, knowledgeable, strategic, and goal-directed Meyer, Rose, David, and Gordon, An expert learner does not have all of the answers. Rather, he or she has the confidence and skills to ask questions, seek solutions to problems, and critically consider sources of information. As educators in a digital information age, we best prepare our students for the future when we model expert learning skills. Our students need to learn to think critically, to ponder, to ask important questions, and when necessary, find answers on their own. If we take on the mantle of learning specialists, we must consider ways in which to teach the habits of expert learning to our students. Because learning is often a social act, we can best do this through modeling Collins, Brown, and Holum, How do we model learning for students? There are two texts that I frequently reference when I consider how to model and support active learning for students. Although written by different authors, they happen to share similar titles, highlighting the importance of acting as the lead learner for students. The first is a journal article written by Collins, Brown, and Holum The authors explain that due to the highly internal ways learning occurs, an important piece of modeling learning processes for students is to use techniques that verbalize and demonstrate how you work through a problem, conduct research, write, or make meaning of a text. Teaching Real-World Writing Through Modeling and Mentor Text, which is another great resource for considering how to share expert learning with students. The second text, Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners, by Ritchhart, Church, and Morrison , explores the process of thinking habits and routines that promote deeper understanding among students. These are frequently collaborative routines that can be established in a classroom and can allow you to engage with your students while modeling your inner monologue as a learner. But, this is an opportunity to demonstrate the importance of growth mindset, perseverance, and above all, a comfort with the vulnerability that is required for true deep learning. What skills do students need to learn more independently? As an educator with years of formal and informal education under your belt, you most likely possess skills that make it easier for you to engage in the learning process – that is, executive functions. Executive functions are nonacademic cognitive skills that are required for purposeful, nonautomatic behavior Diamond, In order to engage in expert learning, students need to be able to set goals and stick to them. Students need to inhibit behaviors that will get in the way and use their working memory to hold important information in mind as they think flexibly about the task at hand. It is important to keep in mind that many students will need executive function supports as they engage in the learning process. Luckily, modeling executive functions is one of the best ways to teach students these important skills Diamond, Modeling the learning process while paying attention to the need to support executive functions among your students will lead to better outcomes as you plot a course through your content. Final thoughts Lead learning is not the same as minimal guidance in learning. It is not suggested, nor supported by research, that you encourage your students to attempt to discover all new information on their own without guidance, support, and targeted resources Kirschner, Sweller, and Clark, Lead learning, rather, is the process of guiding students through content while modeling

expert learning skills and creating activities that support the development of a deeper understanding of content. By supporting students through targeted activities and considerations for their developing executive function skills, you can support deep learning of content while exploring new information alongside your students. Lisa serves as a bridge between researchers, clinicians, and educators, translating advances in the cognitive sciences into actionable practices in the classroom. Lisa has facilitated UDL implementation projects in several school systems and states. She received a BA in History from St. She has also served as adjunct faculty at St. Lisa is currently a doctoral student in instructional technology at Towson University, where she focuses on the improvement of pre-service and in-service training and supports for teachers. Educational Psychologist, 41 2 , How to Promote Engagement, Understanding, and Independence. Teacher with digital tablet at blackboard in classroom.

9: An Administrator's Guide to Co-Teaching - Educational Leadership

Are you wondering how you can co-teach effectively and make it a successful year for both teachers and students? As co-teachers - a regular and a special education teacher - you will plan lessons and teach a subject together to a class of special and regular education students.

Co-planning for co-teaching requires dedicated time and collaborative effort by two or more people. Whether co-planning with another educator or a student teacher, the co-planning process involves additional tasks not found in individual planning. Not only must co-teaching strategies be agreed upon, but also the roles and responsibilities for each participant must be considered. I am hoping the guidelines presented below will facilitate this ever-important task and help you keep track of all the details as you prepare for co-teaching.

Co-Planning Considerations While the following ideas are appropriate for any ongoing series of meetings, you may want to discuss their importance when you first. Initially, co-planning often takes place as teachers are creating and building their professional relationships with one another. Setting a regular time for planning where both or all participants can comfortably attend on time and give full attention. Selecting a time and place where interruptions will be minimized. Staying focused on the planning. Otherwise, the time may easily become enjoyable and entertaining, rather than professionally productive. Not only does each person bring strengths, but also listening to other points of view may lead to novel and constructive ideas. As a result, you will build and continue to develop a mutually satisfying relationship in which each person involved in the lesson is supported.

Preparing for Co-Planning Before actually meeting with your co-teacher to co-plan, spend a few moments on your own anticipating the development of the first, or next lesson, in your curriculum. Collect relevant information to bring to the meeting. The following items may serve as relevant resources during your planning session and it will be helpful to have them readily accessible: Are the students ready for the lesson? What do students already know or what are they already able to do? How will progress be monitored? How will students demonstrate mastery of the standards? Co-planners work collaboratively to: Identify the specific Content Standards and English language standards that relate to the lesson. Write clearly-stated objectives in the cognitive, affective, and psychomotor domains. Identify essential vocabulary, key concepts, skills and use of technology. Determine entry-level assessment, if needed, as well as progress monitoring and summative assessment as appropriate. Ascertain which students will need adaptations or modifications and the types of adaptations and modifications needed for assessment. Ascertain which English learners will need differentiated assessments based on their language development proficiency levels. Decide on the roles and responsibilities for each co-teacher, such as who will conduct progress-monitoring during the lesson, who will write directions for assessments, who will create the grading rubrics or checklists, who will differentiate the assessments, and who will assess the learning. Decide who will be responsible for Sharing and explaining objectives for the lesson. Presenting the agenda to the class. Select resources, materials, and equipment to be used and who will gather them as well as put them away. Establish how technology will be utilized, who will be using it, and how it will be acquired. Decide what needs to be pre-written on the board or in presentation slides and if visual aids and language support or other support will be constructive for specific students with learning needs and which teacher will take care of this task. Identify what and how to review previous learning as well as who will be responsible. Estimate length of time for Lesson Introduction. Determine the means to transition students to a learning mindset and who will lead the students to begin the Lesson Body. It might also serve you well to pre-determine who will: Record and report attendance Review, stamp, and collect homework Implement other administrative procedures. What student groupings of students would be most useful? How might the room be arranged to facilitate learning? How will materials, resources, and equipment, including technology, be utilized? Select resources, materials and equipment to be gathered or created and determine which teacher will be responsible. Also, decide how these items will be distributed and collected during the lesson. Identify the roles and responsibilities for each co-teacher. How might students review what was learned in a meaningful way? Create or choose a short closing activity which summarizes the learning Again, include adaptations for students with learning needs or lower levels of English language

development as appropriate. Select resources, materials, and equipment to be gathered or created. Establish how technology will be utilized, who will be using it, and how it will be acquired, as appropriate. Determine which Co-Teacher will dismiss the class. The Rewards of Co-Planning Having a well-planned, purposeful lesson in which the planners have a vested interest sets the stage for effective lesson implementation. With a detailed lesson plan that includes the responsibilities and roles of each person, you will be able to gracefully implement Co-Teaching strategies. A quick review of the plan will let you know what you need to do to prepare ahead of time and the plan will serve as a guide on the day of the lesson. May you co-teach with confidence as you and your fellow co-teacher s provide opportunities for student success!

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