

Increasing Effectiveness of In-Class Support



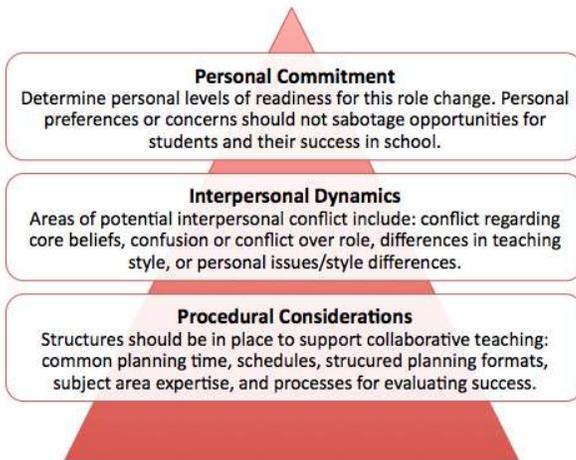
Definitions

Collaborative teaching is an instructional delivery strategy in which two or more certified teachers share the roles and responsibilities of instruction in the same classroom at the same time.

Collaborative teaching partners should consider the following conditions for successful co-teaching:

- Joint planning
- Shared ownership and accountability for all students in the class
- Equitable responsibility for the tasks of teaching
- Skilled use of a variety of collaborative teaching approaches

Considerations for Collaborative Teaching



Personal Commitment	<input checked="" type="checkbox"/>	Interpersonal Dynamics	<input checked="" type="checkbox"/>	Procedural Considerations	<input checked="" type="checkbox"/>
Staff know the role of a collaborative teacher.		Facilitate teacher discussion of core beliefs about the role of a teacher.		The teaching schedule matches the needs of the students who would benefit from collaborative teaching in the school.	
Teachers are familiar with the research regarding the efficacy of this model.		Facilitate teacher discussion about students and the learning process.			
They are comfortable with the idea of sharing a classroom.		Teachers can describe their approach to instruction.		Teaching partners have protected planning time for preparing our lessons, materials and identifying our roles in the classroom.	
Teachers are willing to relinquish the sole-leader role in teaching.		Teachers can describe their approach to classroom management.			
Teachers do not jump to negative conclusions.		Teacher can describe how their beliefs and teaching styles are similar.		A consistent planning tool is used to plan lessons and solve student-specific problems.	

Links

The Access Center

<http://www.k8accesscenter.org/index.php/category/co-teaching>

Power of 2

<http://www.powerof2.org>

SERC Teaching and Learning Initiative: Six Approaches to Co-Teaching

<http://www.ctserc.org/initiatives/teachandlearn/coteaching.shtml>

Division of International Special Education and Services

http://www.cec.sped.org/intl/stepbystep_coteaching.htm

Special Connections: An Introduction to Cooperative Teaching

<http://www.specialconnections.ku.edu>

Increasing the Effectiveness of In-Class Support for All Learners

Checklist for Principal Implementation

Critical Focus for In-Class Support

- Building and sustaining trust
- Face-to-face planning time
- Positive interdependence through setting mutual goals and defining roles
- Individual accountability
- Monitoring and processing accomplishments

(Villa, Thousand & Nevin, A Guide to Co-Teaching, 2nd Edition, Corwin Press, 2008)

Creation of a Collaborative Culture

- Clearly communicate expectation for collaboration, equity and mutual respect to all faculty members.
- Make all faculty members aware that student-based services and inclusive practices have led to an increase in in-class support approaches across the US and the globe.
- Assign special populations teachers to grade level or subject area team or teams to more quickly build collaboration and enhance communication and coordination.
- Provide a regularly scheduled time for face-to-face planning.

Selection of Co-Teachers

- Begin with the assumption that most if not all special populations teachers may spend some of their time providing in-class support in the general education classroom (Important: Assignment to this role is based on student needs rather than adult preferences. "Opting out" is not an option.).
- Allow self-selection of subject/grade level when possible.
- Make all faculty aware that student-based services and inclusive practices have led to an increase in in-class support approaches across the US and the globe.

Scheduling In-Class Support

- Elementary: Assign each special populations teacher to 1-3 consecutive grade level classrooms when possible.
- Secondary: Assign each special populations teacher in same subject area classrooms when possible.
- Make a common planning period a priority in your scheduling of teachers with the most assigned in-class support time.
- Do not exceed 1/3 of classroom composed of special populations students or struggling learners.
- Schedule in-class support staff/classes in advance of the master schedule process.

Find Time for Face-to-Face Planning

- Schedule common planning periods for as many of the in-class support teachers and their general education partners as feasible.
- Schedule protected planning time for remaining teaching partners when common planning periods are not feasible. These include: a) Using substitute teacher planning periods; b) Schedule a rolling substitute teacher for extended planning time (same day and same time each week); c) Schedule administrator to routinely cover a class so that teaching partners can plan together. Use principal, assistant principal, librarian, reading specialist, etc.
- Provide training for all in-class support staff regarding effective use of planning time, including creation of team norms of behavior and time use.

Observing In-Class Support Staff

- Review in-class support observation tool with all selected teachers
- Ask teachers to provide their own self-assessment of practice using this instrument
- Incorporate this observation tool into your routine walk-through schedule
- Debrief with teachers on a regular basis per your observation schedule

Collaborative Teaching Approaches

Drawn From: Friend, M. (2006). The Power of Two DVD. Forum on Education.



- **Station Teaching**
Students and teachers are arranged in stations and rotate so that all students work with each other and, if appropriate, independently.
- **Parallel Teaching**
Half the class works with one teacher while the other half works with the other teacher on the same instructional content for a predetermined period of time.
- **Alternative Teaching**
One teacher is instructing the majority of students in the class and the other teacher pulls a small group of students from the large group to accomplish a specific instructional task.
- **Team Teaching**
Both teachers share equal responsibility for providing instruction during the lesson or activity or class.
- **One Teach/One Assist** *(Use sparingly)*
One teacher is responsible for class instruction while the other teacher provides support to students during instruction.
- **One Teach/One Observe** *(Use sparingly)*
One teacher takes responsibility for teaching the lesson while the second teacher observes what is going on in the classroom.

Quality Indicators for Collaboration

Quality Indicator	Not In Place	Needs Improvement	In Place & Effective
1. Special education teachers are members of grade level or department level teams.			
2. All educators feel a strong sense of shared responsibility for all students, including students with disabilities.			
3. Educators are knowledgeable of the content of the IEP for each student they are responsible for educating.			
4. Educators have received staff development that enhances their skills in communication, team building and problem solving.			
5. Educators demonstrate their ability to collaboratively develop appropriate service delivery options for individual students with disabilities.			
6. Educators engage in regularly schedule co-planning sessions.			
7. Educators have sufficient time to collaborate regarding student needs.			
8. Educators use their available planning time effectively and efficiently.			
9. Educators are knowledgeable of the phases of team development and are able to work together to move the team forward.			
10. Educators possess collaborative planning tools that increase the degree to which each team member is knowledgeable of the teaching philosophies and styles of each of their partners in education.			
11. Educators work collaboratively across grade levels to facilitate a smooth transition for each student.			
12. Collaboration is actively encouraged and supported by campus leadership.			