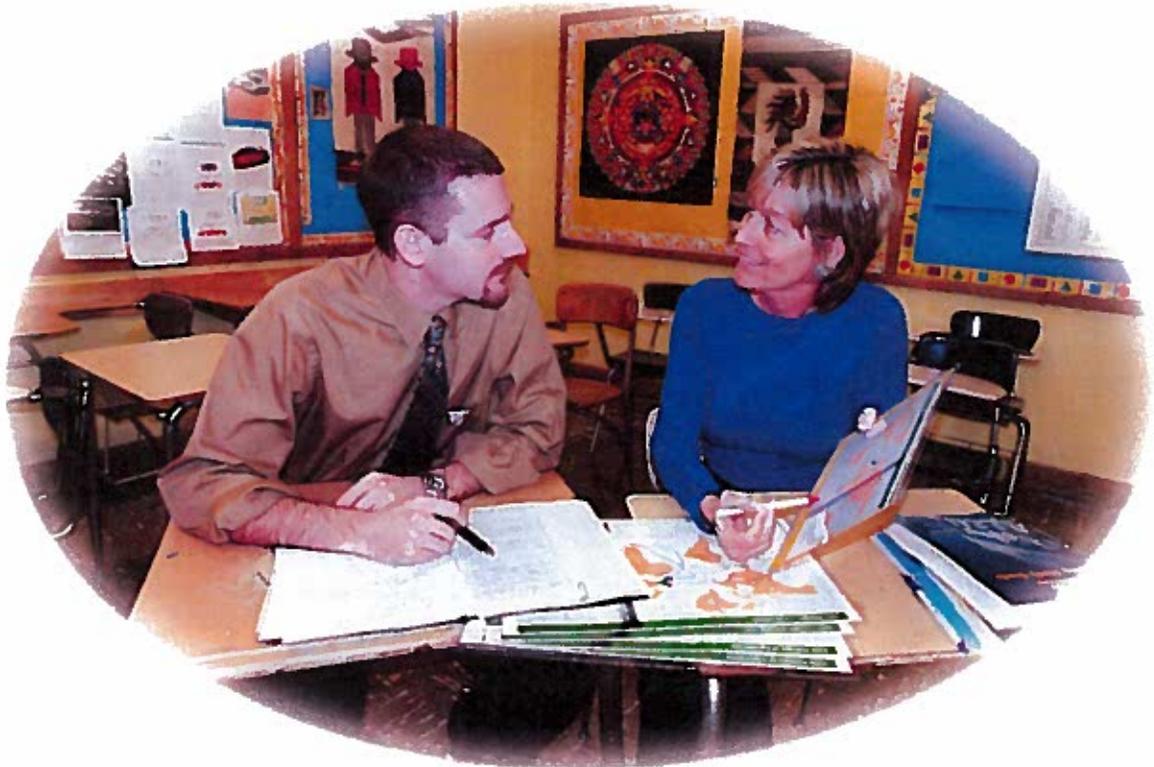


Using Co-Teaching to Increase Learning for All Students

**Part I: Easy-to-Implement Strategies in
Inclusion Classrooms**

Grades 6-12

PD RESOURCE KIT



Bureau of Education & Research

**Using Co-Teaching Strategies to
Increase Learning for All Students
Grades 6-12**

**PART I: Easy-to-Implement Strategies
in Inclusion Classrooms**

PD Resource Kit

RESOURCE GUIDE



Bureau of Education & Research

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V-CT1-V1-16

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Thank you for your interest in *Using Co-Teaching Strategies to Increase Learning for All Students, Grades 6-12, Part I: Easy-to-Implement Strategies in Inclusion Classrooms*

Co-teaching is a dynamic way to create powerful learning experiences for all students in secondary inclusion classrooms. However, both special and general education teachers may find it challenging to implement this approach.

In *Part I: Easy-to-Implement Strategies in Inclusion Classrooms* you will see a number of practical, simple co-teaching strategies that can immediately be implemented in grades 6-12 inclusion classrooms. The training program takes you inside the classrooms of several teams of experienced co-teachers to demonstrate co-teaching in action.

This PD Resource Kit contains a comprehensive Resource Guide and DVD with video clips for use in PD sessions. We have designed each PD Resource Kit to be used by:

- PD facilitators to support PD sessions with groups of any size
- Individuals and small groups interested in self-study

The Resource Guide contains suggestions for utilizing the PD Resource Kit and a variety of print resources that may be reproduced for use by participants in their own classrooms.

Sincerely,

Mona Roach, PhD
Media Training Director

ABOUT THE TRAINERS . . .

SONYA HEINEMAN KUNKEL is an outstanding teacher, presenter and mentor teacher with twenty years of experience working with students with disabilities in secondary schools. Sonya specializes in strategies and modifications for the general education classroom and collaborative techniques, with an emphasis on co-teaching. She has received awards as a teacher and for her work with school districts to build capacity to serve all students. Sonya is the author of *The Path to Positive Classroom Management* and *Practical Classroom Strategies for Making Inclusion Work, Grades 6-12*. She also co-authored *Administration and Supervision of Programs for Exceptional Children*. Sonya draws on her own teaching experiences and her work as a mentor teacher to provide practical strategies that work in secondary inclusion classrooms.

ABOUT THE BUREAU . . .

BUREAU OF EDUCATION & RESEARCH is North America's leading provider of PD events and resources for professional educators. Founded in 1976, the Bureau provides national and regional PD programs across the United States and Canada. The Bureau also offers additional high-quality PD resources:

PD Resource Kits contain outstanding video clips and supporting print resources designed for schools and districts to use to conduct their own PD sessions

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On-Site PD Services enable schools and districts to bring outstanding BER Trainers to their own sites to facilitate customized professional development

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For further information about Bureau PD programs and resources, please contact us: www.ber.org or toll free (800) 735-3503.

Using Co-Teaching Strategies to Increase Learning for All Students, Grades 6-12

PART I: Easy-to-Implement Strategies in Inclusion Classrooms

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PROGRAM GUIDE



Bureau of Education & Research

Suggestions For PD Trainers

General Information

This section of the *Resource Guide* is designed for those who will be presenting this material in a workshop format. If you are viewing the program by yourself or with a small group, please turn to page 8 for suggestions appropriate to your needs.

Video instruction can be a powerful way to demonstrate effective teaching practices and provide opportunities for discussion. As you guide participants through these videos, the most effective strategy is to show a segment, stop the tape, ask questions and use the related print resources. You will find suggestions for making the most of your sessions in this portion of the *Resource Guide*. We encourage you to tailor your sessions to match the expertise and experience of your participants.

OVERVIEW OF THE PROGRAM

This is the first part of a two-part video program on using co-teaching strategies to increase learning for all students in grades 6-12.

You will see experienced teacher and national trainer Sonya Heineman Kunkel and several teams of co-teachers provide examples of easy-to-implement Level One co-teaching strategies that support students with disabilities in secondary inclusion classrooms.

Part I is divided into two sections. Section One contains an overview of characteristics essential to effective co-teaching and different ways that Level One co-teaching promotes learning in whole class settings. Section Two provides examples of strategies that help students with different reading levels gain access to grade-level text. In addition, you will see innovative test modifications that can improve students' performance on assessments.

Section One (*approximately 24 minutes in length*)

Key Characteristics of Level One Co-Teaching
Promoting Learning in Whole Class Settings

Section Two (*approximately 18 minutes in length*)

Working with Grade Level Text
Assessing Students' Progress

SCHEDULING SUGGESTION

Neither of the sections in *Part I* is designed to be shown straight through. You may choose to show both sections in a single session, making sure to stop periodically to discuss the content. You may find it more beneficial to show the sections over two or more sessions, giving participants a chance to discuss key concepts of co-teaching and try out strategies from the program in their own classrooms. You can use this program according to the amount of time available to you and the needs of the participants.

EQUIPMENT/MATERIALS NEEDED FOR TRAINING

DVD player, monitor, DVD

Handouts for participants. See the Table of Contents for a list of print resources.

Chart paper or whiteboard, markers

Optional:

- LCD projector
- transparencies of print resource pages

The Training Sessions

SECTION ONE

This portion of the program is designed to help participants develop a clearer understanding of co-teaching. Participants will also see a number of easy-to-implement ways that co-teaching supports students with disabilities in inclusion classrooms.

Before Viewing the Video Program

If you are using this program with participants who are new to teaching or unfamiliar with co-teaching, you may want to hand out *Teacher Actions During Level One Co-Teaching* on page 19 in the Print Resources section of this guide. This handout is designed to help participants begin to think about the advantages of having two teachers work together in the same classroom setting. Give participants a few minutes to work individually. You may want to facilitate a brief discussion to share responses.

If you are using this program with participants who are familiar with co-teaching or are actually co-teaching, you may want to make an overhead of page A23, *Teacher Actions During Level One Co-Teaching*, and use it to lead a brief discussion of participants' experiences with co-teaching.

Additional support materials:

Essential Characteristics of Level One Co-Teaching (page A3)

Promoting Learning in Whole Class Settings (page A7)

Definitions of Co-Teaching (page A13)

Individual Strengths in a Co-Teaching Partnership (page A11)

Viewing Section One

Distribute the *Note Taking Guide* for Section One located on page 15. It is organized with sections and headings matching the sections and graphics in the program.

Show participants the first portion of the video, *What is Level One Co-Teaching?* (approximately 5:30 minutes in length). Pause the DVD and use the following **Focus Questions**.

Focus Questions

- What does it mean for two teachers to be “actively involved” with a group of students? Have participants look back at their responses on the handout, *Teacher Actions during Level One Co-Teaching*. Are these examples of “active involvement” with students?
- Why is it important for both teachers to share the leadership role? Do participants feel comfortable doing this? If not, what are some steps they can take to become more willing to share the lead teacher role with a co-teacher?
- In order for two people to work well together, they must be able to communicate. What are some important topics that co-teachers need to talk about in order to establish an effective partnership?
- What are some different ways that co-teachers can create time to plan? What are some of the obstacles that need to be overcome in order to plan together?
- What are some of the ways that students benefit from teachers planning/working together?

Show participants the next portion of the video (approximately 6:40 minutes in length). Pause the DVD after you hear “...while the special education teacher is experienced with individualizing and differentiating instruction.”

Use the following **Focus Questions** to draw participants’ attention to the chart **Promoting Learning in Whole Class Settings** in the *Note Taking Guide*. (You may also want to use an overhead of this chart, page A7 in the Resource Guide.)

Focus Questions

- Read over the list of ways that Level One co-teaching can support student learning in whole class settings. Which of these did participants see the co-teachers using during the essay practice lesson?

- Were there other ways that the co-teachers facilitated and/or supported students' learning?
- What are some of the ways that students with disabilities need to be supported in order to be successful in an inclusion setting?

Have participants watch the remainder of Section One (*approximately 11 minutes in length*), starting with the planning session for the social studies class. Stop the video and use the following **Focus Questions**.

Focus Questions

- What student-supporting behaviors did participants see the co-teachers using during the remaining three segments of the video? (Refer to chart on *Note Taking Guide*)
- Are there additional ways that the co-teachers in the video supported students in these lessons?
- Ask participants to consider the **Key Characteristics of Level One Co-Teaching** in their *Note Taking Guide*. Do they have a better understanding of these characteristics after watching Section One?

SECTION TWO

This portion of the video contains several strategies for helping students with different reading levels work with grade-level text. You will also see several ways to modify tests to better assess students' progress.

Before Viewing the Video

If participants have just watched and discussed Section One, you may want to ask if they have any questions, concerns or comments before moving on to Section Two of the program. If time has elapsed since viewing Section One, it would be helpful to review with participants the *Essential Characteristics of Level One Co-Teaching* and some different ways that one teach/one support co-teaching promotes learning in whole class settings.

Additional support materials:

Essential Characteristics of Level One Co-Teaching (page A3)

Promoting Learning in Whole Class Settings (page A7)

Working with Grade-Level Text (pages 23-39)

Modifying Tests and Quizzes (pages 41-43)

Viewing Section Two

Distribute the *Note Taking Guide* for Section Two located on page 17. It is organized with sections and headings matching the sections and graphics in the program.

Show the first portion of the video (*approximately 7:30 minutes in length*), pausing after you hear "... helping students with disabilities achieve at grade level" while Sonya is whisper reading with the three girls. Use the following **Focus Questions**.

Focus Questions

- Reading grade-level text is one of the biggest challenges facing not only students with disabilities but other students at the secondary level as well. Ask participants to quickly list the strategies in this portion of the video. (*Whisper reading; chunking text into smaller portions with key questions; providing at-the-moment definitions or clarifications; reading aloud to students; guiding students through a math problem or essay question and highlighting key words*)
- How would these strategies address the reading difficulties of participants' students?
- The strategies in this portion of the training program are intended to provide support with little preparation and planning. Ask participants if they know of other strategies that require a minimum amount of preparation but provide plenty of support.
- You will find a number of additional reading support strategies in the resource guide on pages 23-39. Some of the strategies require more planning and preparation than others.

Show the remaining portion of the video program (*approximately 8:30 minutes in length*). Use the following **Focus Questions** to generate a discussion on the importance of modifying tests for students with disabilities. You may want to pass out pages 41-43, *Modifying Tests and Quizzes*, to give participants additional strategies for modifying assessments.

Focus Questions

- What are the advantages or disadvantages of having students re-format portions of their own tests?
- What are some of the biggest challenges that students with disabilities face in testing?
- What are other modification strategies participants have used successfully?

Suggestions for Self-Study

Introductory Information

OVERVIEW OF THE PROGRAM

This is the first part of a two-part video program on using co-teaching strategies to increase learning for all students in grades 6-12.

You will see experienced teacher and national trainer Sonya Heineman Kunkel and several teams of co-teachers provide examples of easy-to-implement Level One co-teaching strategies that support students with disabilities in secondary inclusion classrooms.

Part I is divided into two sections. Section One contains an overview of characteristics essential to effective co-teaching and different ways that Level One co-teaching promotes learning in whole class settings. Section Two provides examples of strategies that help students with a variety of reading levels gain access to grade-level text. In addition, you will see innovative test modifications that can improve students' performance on assessments.

Section One (approximately 24 minutes in length)

Key Characteristics of Level One Co-Teaching
Promoting Learning in Whole Class Settings

Section Two (approximately 18 minutes in length)

Working with Grade Level Text
Assessing Students' Progress

SCHEDULING SUGGESTION

You may choose to view the program in a single session, or you may spread it over two or more sessions, depending upon the amount of time available to you. No matter how many sessions you schedule, please pause the tapes at times to think about the strategies you have just watched and read the supporting print materials in this guide.

Your Training Sessions

SECTION ONE

This portion of the program is designed to help you develop a clearer understanding of co-teaching. You will also see a number of easy-to-implement ways that co-teaching supports students with disabilities in inclusion classrooms.

Support materials:

Essential Characteristics of Level One Co-Teaching (page A3)

Promoting Learning in Whole Class Settings (page A7)

Definitions of Co-Teaching (page A3)

Individual Strengths in a Co-Teaching Partnership (page A11)

Viewing Section One

You will find a *Note Taking Guide* starting on page 15.

Watch the first portion of the video (*approximately 5:30 minutes in length*). Pause the DVD. The **Focus Questions** are designed to direct your attention to key concepts of the program.

Focus Questions

- What does it mean for two teachers to be “actively involved” with a group of students?
- Why is it important for both teachers to share the leadership role? Do you feel comfortable doing this? If not, what are some steps you can take to become more willing to share leadership with a co-teacher?
- In order for two people to work well together, they must be able to communicate. What are some important topics that you would need to discuss with a co-teacher in order to establish an effective partnership?
- What are some different ways that co-teachers can create time to plan? What are some of the obstacles that need to be overcome in order to plan together?
- What are some of the ways that students benefit from teachers planning/working together?

Watch the next portion of the video (*approximately 6:40 minutes in length*).

Pause the DVD after you hear “...while the special education teacher is experienced with individualizing and differentiating instruction.”

Focus Questions

Look at the chart **Promoting Learning in Whole Class Settings** in the *Note Taking Guide*.

- Read over the list of ways that Level One co-teaching can support student learning in whole class settings. Which of these did you see the co-teachers using during the essay practice lesson?

- Were there other ways that the co-teachers facilitated and/or supported students' learning?
- What are some of the ways that students with disabilities need to be supported in order to be successful in an inclusion setting?

Watch the remainder of Section One (*approximately 11 minutes in length*), starting with the planning session for the social studies class.

Focus Questions

- What student-supporting behaviors did you see the co-teachers using during the remaining three segments of the video? (Refer to chart on *Note Taking Guide*.)
- Are there additional ways that the co-teachers in the video supported students in these lessons?
- Consider the **Key Characteristics of Level One Co-Teaching** in your *Note Taking Guide*. Do you have a better understanding of these characteristics after watching Section One?

SECTION TWO

This portion of the video contains several strategies for helping students work with grade-level text. You will also see several ways to modify tests to better assess students' progress.

Additional support materials:

Working with Grade-Level Text (pages 23-39)

Modifying Tests and Quizzes (pages 41-43)

Viewing Section Two

Watch the first portion of the video (*approximately 7:30 minutes in length*), pausing after you hear "...helping students with disabilities achieve at grade level" while Sonya is whisper reading with the three girls. Consider the following **Focus Questions**.

Focus Questions

- Reading grade-level text is one of the biggest challenges facing not only students with disabilities, but other students at the secondary level as well. Consider the strategies you saw in this portion of the video. (*Whisper reading; chunking text into smaller portions with key questions; providing at-the-moment definitions or clarifications; reading aloud to students; guiding students through a math problem or essay question and highlighting key words*)

- How would these strategies address the reading difficulties of your students?
- Why would these strategies work well with one teach/one support co-teaching?

You will find a number of additional reading support strategies in the resource guide on pages 23-39. Some of the strategies require more planning and preparation than others.

Watch the remaining portion of the video program (*approximately 8:30 minutes in length*). You will find additional ideas for modifying assessments on pages 41-43, *Modifying Tests and Quizzes*.

Focus Questions

- What are the advantages or disadvantages of having students re-format portions of their own tests?
- What are some of the biggest challenges that students with disabilities face in testing?
- Think about any testing modifications you have used. How are the modifications on the video similar or dissimilar?

PRINT RESOURCES



Bureau of Education & Research

Note Taking Guide, Part I

Using Co-Teaching Strategies to Increase Learning for All Students, Grades 6-12 Part I: Easy-to-Implement Strategies in Inclusion Classrooms

SECTION ONE

What is Level One Co-Teaching?

Key Characteristics of Level One Co-Teaching

- Both teachers are actively involved with students in whole group lessons
- They share the leadership role
- They make communication a priority
- They share in planning and assessing

PROMOTING LEARNING IN WHOLE CLASS SETTINGS	Amy/Cathy ESSAY PRACTICE	Jen/Dana PRIMARY DOCUMENTS	Mark/Amy MATH JOURNALS/ ASSIGNMENT SCHEDULE	Katherine/Ken SPACE EXPLORATION
<ul style="list-style-type: none"> • monitor student work • help students apply skills in content areas • prevent students from "drifting" • reduce "down time" • provide at-the-moment support • reinforce key concepts 				

Note Taking Guide, Part I

Using Co-Teaching Strategies to Increase Learning for All Students, Grades 6-12 Part I: Easy-to-Implement Strategies in Inclusion Classrooms

SECTION TWO

Working with Grade-Level Text

Please look on pages 23-39 for descriptions of these additional strategies and more.

Choral reading

Paired reading

Read-pair-share

Jigsaw reading

Assessing Students' Progress

Level One Co-Teaching

- Works with whole class lessons
- Initiates a co-teaching partnership
- Requires a moderate amount of planning
- Fits with itinerate schedules

An Overview of Co-Teaching Approaches

LEVEL ONE

One Teach, One Support

- One person takes the primary responsibility for teaching while the other professional circulates through the room providing unobtrusive assistance to students as needed.
- After students begin working on an assignment, both co-teachers circulate around the room and provide support. Both co-teachers work with any student as needed.
- More detailed observation of students engaged in the learning process can occur. Co-teachers can decide what types of specific observational information to gather during instruction. One teacher gathers data while the co-teacher is leading instruction. Afterward, the teachers should analyze the information together.

LEVEL TWO

Station Teaching. 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. Adding a third “station” gives students an opportunity to work independently. Depending upon the curriculum, additional stations may also be used; students rotate through them.

Parallel Teaching. On occasion, students’ 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 teaching the same information, but they divide the class into two groups and teach simultaneously.

Alternative Teaching. 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.

Team Teaching. In team teaching, both teachers are working together to deliver instruction at the same time. Some teachers refer to this as having “one brain in two bodies.” Others call it “tag team teaching.” Most co-teachers consider this approach the most complex and satisfying way to co-teach. It is the approach most dependent on meshing teachers’ styles.

From *Successful Co-Teaching Strategies: Increasing the Effectiveness of Your Inclusive Program (Grades 1-12)*, by Dr. Marilyn Friend (2004).

SECTION TWO: Working with Grade-Level Text

Whisper Reading

Students are invited or assigned to read with one of the co-teachers. Typically, the teacher reads the text while students follow along with their own copies. A variation of this strategy is having all the students in the small group whisper read with the teacher. Whisper reading models fluency, helps keep students from being intimidated by difficult text and provides information about students' reading skills to the teacher. The teacher may want to stop periodically to check for understanding and guide students in re-reading for specific information.

Choral Reading

This is a variation on whisper reading in which students and teachers together read aloud a portion of text. At the middle and high school level, this strategy works well with small portions of text. It can be used to emphasize key points or to focus on specific phrases or wording.

“Chunking” Text

Dividing text into smaller “chunks” or segments can increase students' comprehension by reducing the amount of material they are being asked to process and comprehend at one time. Teachers can focus students' attention on important concepts in each segment by providing a question to answer. Each student reads and answers the question individually. Then students can engage in a short discussion before moving to the next chunk of text.

Read Aloud

Occasionally reading aloud to secondary students as they follow along in their own copies of the text helps downplay differences in reading levels. This is one way to provide students with access to ideas and concepts so they can participate in discussions and work on assignments based on reading material. It's important that students also have experience with reading text on their own. Teachers frequently combine reading aloud with silent reading as well as other strategies that will help students improve their reading skills.

Paired Reading

Pairs of students work together on this exercise. First, both students read the same defined section of text. One student explains a single paragraph or short section of the assigned reading to his or her partner. The partner listens and then asks questions if he or she does not understand the explanation. The listener then rephrases the explanation. The students alternate roles of explainer and

listener until they complete all the material. When the entire class has completed the exercise, groups of students are asked at random to explain the material to the whole class. This serves as a check to make sure the students do indeed understand the material they are reading.

Selected Reading

One way to implement selected reading is to highlight the portions of text that a student needs to read. This shortens the amount of text that the student is dealing with. Teachers can use highlighting tape to color code the material (main points in blue, details green . . .), chunk the reading into small manageable sections (hiding the rest with a cover), or place a color overhead over the designated material to increase attention to the portion of text to be read.

In addition, students can use a 3" x 5" card with a cut-out window to aide visual tracking. Some students may find it helpful to cover the cut-out portion of the index card with a piece of color overhead or colored plastic wrap to increase attention to the text.

Small Group Strategies

Teachers can selectively work with small groups putting key words on the board and discussing them, prereading in mini-pull away groups, and going over the pronunciation of certain key words before the students read assigned material.

Adjusting Readability

Teachers can also adjust the readability level of material by typing the text for students to read into a Microsoft Word document. Click on Tools on the toolbar and select Options from the menu. Click on the Spelling and Grammar tab and select "Show readability statistics." Now when you do a spell check on the document, you will also be given the readability level. You can adjust vocabulary and sentence length to lower the reading level of the passage. Another strategy is to go to Tools on the toolbar and select AutoSummarize. This will enable you to summarize the text in a Word document and assign the summary as a reading assignment instead of the whole text.

Teachers may want to use books with lower reading levels and similar content or books on-tape/CD. Reading software is available that reads to students.

Jigsaw

The jigsaw structure promotes positive interdependence and provides a simple method to ensure individual accountability. First introduced by Aronson, et al. (1978) the basic premise of jigsaw is to divide a reading selection into sections, one for each group member. Each student reads only his/her part. The students who have read the same part then form a new, temporary focus group whose purpose is to discuss and master the concepts in that portion of text so that members will be able to tell what they have learned to the other students in their original collaborative learning group.

To illustrate the jigsaw process, imagine four groups, each with four students. Students number off 1-4.

Group A: Student 1A, Student 2A, Student 3A, Student 4A

Group B: Student 1B, Student 2B, Student 3B, Student 4B

Group C: Student 1C, Student 2C, Student 3C, Student 4C

Group D: Student 1D, Student 2D, Student 3D, Student 4D

A chapter or section of text is divided into four portions and numbered 1-4. All of the students with number 1 are given the same portion of text to read (all the 2s read the same portion, etc.) Students then form focus groups 1, 2, 3 and 4. These temporary focus groups become experts on the portion of text they have read so that they are able to explain it to their original group members.

After the focus groups have completed their work, the original learning groups (Groups A to D) re-assemble. Each student then teaches the rest of their group about the section he/she has read. The group work finishes by having students combine and summarize key points for the entire selection. Reconvene as a whole group to discuss findings and clarify any questions. To ensure individual accountability, the students can be evaluated on all sections of the task.

Besides the more traditional jigsaw structure, Millis and Cottell (1998) discuss another variation, **Within-Team Jigsaw**, where a small group is divided into pairs of students. Each pair of students is assigned a portion of the material to read. After students reads independently, they pair up with their partners to discuss their portion of the reading material. The small group then comes back together and each pair teaches the other students in their group about their portion of text.

Allowing two group members to read the same portion of text and then discuss it before joining with other students in their group provides the extra support that some students need in order to participate and fully understand concepts.

In review, here is a brief description of the steps in the process of jigsaw reading:

- **Step 1:** Introduce the topic/material to be read to the class as a whole. Each student reads his/her assigned portion of text.
- **Step 2:** Divide students into focus pairs or groups of four to discuss the part they have been assigned to read. The goal is for students to comprehend their portion well enough to communicate to their original group members.
- **Step 3:** The students return to their original groups and discuss the key concepts of each portion of text.
- **Step 4:** The original group may summarize the key points from the whole text, participate in a whole class discussion, address new problems posed by the instructor, or evaluate their group product.

Aronson, E., Blaney, N., Stephan, C., Sikes, J., and Snapp, M. (1978). *The jigsaw classroom*. Sage Publications.

Clarke, J. (1994). "Pieces of the puzzle: The jigsaw method" In Sharan, S. (Ed.), *Handbook of cooperative learning methods*. Greenwood Press.

Johnson, D. W., Johnson, R. T., and Smith, K. A. (1998). *Active learning: Cooperation in the college classroom*. Edina, MN: Interaction Book Company.

Millis, B. J., and Cottell, P. G., Jr. (1998). *Cooperative learning for higher education faculty*. American Council on Education, Series on Higher Education. Phoenix, AZ: The Oryx Press.

Slavin, R. E. (1995). *Cooperative learning: Theory, research, and practice* (2nd ed.). Boston: Allyn & Bacon.

The Sticky Note Strategy

Materials: Sticky notes (1" x 2" or 2" x 2"), piece of text and accompanying set of comprehension questions

Purpose: To help students independently answer comprehension questions related to reading material.

The Strategy

- Step one:** Scan the selection looking for content clues: graphics, graphs, pictures, keys, bolded words, titles . . .
- Step two:** Read the assigned comprehension questions.
- Step three:** Write each question on a single sticky note (e.g., If there are 10 questions, then you will have 10 sticky notes).
- Step four:** Chunk the reading into smaller segments. Maybe a paragraph or two, by section, or by page (whatever is an appropriate chunk). Mark the end of each chunk with a sticky dot or flag.
- Step five:** Place your comprehension question sticky notes in a row on the desk above the text you are reading.
- Step six:** Read one chunk of text at a time. Stop at the end of the chunk and scan the sticky note questions.
- Step seven:** If you find a question that's been answered, pick up that sticky note and place it on top of the area where its answer is found. Repeat this process until finished.
- Step eight:** Write out the answers to the questions on a separate piece of paper or on an answer sheet.

Note: This strategy is mastered quickly when students practice on easy-to-read material first.

Modification suggestions for Sticky Note Strategy:

1. If a student is dysgraphic, prewrite the questions on sticky notes.
2. Identify a smaller number of key questions for the student to answer.
3. Do not have the student write out the answer on a piece of paper. If the questions and answers are correctly matched, consider the work done.
4. Have students work in pairs (one reads and one identifies the answers).
5. Have students only read selected parts of the reading. Mark sections of text where answers are located.

Guided Reciprocal Peer Questioning

There are times when students feel so confused by new concepts that they don't know what questions to ask. Guided reciprocal peer questioning provides students with higher-order, open-ended questions to help generate a focused discussion in a small group setting. Students use the generic prompts to create specific content-based questions.

This strategy can be used with lectures or reading assignments. The teacher gives a mini-lecture in class or has students read a short section of text. Students are then given a few minutes to write 2-3 content-specific questions based on the open-ended questions from the following list (adapted from King, 1993 and Millis and Cottell, 1998):

Explain how _____ .

Explain why _____ .

What is the meaning of _____ ?

Why is _____ happening?

What is the main idea of _____ ?

What is the solution to the problem of _____ ?

What if _____ ?

What conclusions can you draw about _____ ?

What is the best _____ and why?

What do you think causes _____ ? Why?

How does _____ affect _____ ?

How does _____ relate to what you've learned before?

What is the difference between _____ and _____ ?

How are _____ and _____ similar?

How would you use _____ to _____ ?

What are the strengths and weaknesses of _____ ?

What is another way to look at _____ ?

What is a new example of _____ ?

What would happen if _____ ?

What are the implications of _____ ?

Why is _____ important?

How does _____ apply to everyday life?

These questions encourage synthesis, comparison and contrast, and extrapolation to other contexts. Initially, assign students specific prompts. Then, as they become familiar with the process, they can self-select prompts from the list.

After spending a few minutes creating questions, students then form pairs or groups and take turns asking their questions and discussing possible answers. Hold a brief whole class discussion to ensure that students are understanding key points. Then continue with another portion of the lecture or section of text, repeating the process.

King, A. (1993). "From sage on the stage to guide on the side." *College Teaching*, 41(1).

Millis, B. J., and Cottell, P. G. Jr. (1998). *Cooperative learning for higher education faculty*, American Council on Education, Series on Higher Education. Phoenix, AZ: The Oryx Press.

Read-Pair-Share

Read-pair-share is an adaptation of the think-pair-share strategy that was first proposed by Lyman (1981). Think-pair-share is relatively low-risk and short, so it is ideally suited for teachers and students who are new to collaborative learning.

In think-pair-share, teachers pose a challenging or open-ended question and give students about 30-45 seconds to think about the question. Students then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the question for a few minutes. Then the teacher solicits student comments before moving on to the next question.

Read-pair-share is a similar process. Students read a small portion of text, spend 30-45 seconds thinking about it, and then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the text for a few minutes. Then the teacher may lead a whole class discussion or ask for a few student responses before moving on to the next portion of reading material.

The read-pair-share structure gives all students access to grade-level text. Students are able to discuss key concepts, ask questions, and find out what they know and do not know. Students are much more willing to respond after they have had a chance to discuss their ideas with a classmate. Also, the responses received are often more intellectually concise since students have had a chance to reflect on their ideas. The think/read-pair-share structure also enhances students' oral communication skills as they discuss their ideas with one another.

One variation of this structure is to skip the whole class discussion. Another variation is to have students write down their thoughts on notecards and collect them. This gives teachers an opportunity to see whether there are problems in comprehension and provides a measure of accountability.

Read-Pair-Share variations for the secondary classroom include Read-Pair-Paraphrase, Read-Pair-Summarize, Read-Pair-Predict, and Read-Pair-Quiz.

Lyman, F. (1981). *The responsive classroom discussion*. In Anderson, A. S. (Ed.), *Mainstreaming Digest*, College Park, MD: University of Maryland College of Education.

SECTION TWO: Improving Performance on Assessments

Modifying Tests and Quizzes Type 1

Modifying structure

- Print the test
- Use a lot of white space
- DO NOT USE ALL CAPITAL LETTERS
- Place only one section on a page
- Allow the student to write on the test
- Enlarge blanks
- Keep blanks uniform in size
- Place point value at the end of every section
- Type the test (Use a 14-point font. Arial is easy to read.)

Modifying directions

- Read the directions chorally with the students
- Read the directions twice
- Bullet the directions on the page instead of presenting them in a paragraph
- Highlight, bold or underline key terms
- Capitalize all absolute words (always, never, etc.)
- Keep directions to a minimum
- Define complicated words in the directions

Modifying format

- Allow student to dictate answers into a tape recorder
- Allow student to circle an answer instead of writing (for true or false)
- Cut and paste, use white-out to make a clean copy, avoid cross-outs
- Provide a checklist for essays
- For matching items, be sure the definitions are on the left

Type 1 modifications maintain the basic structure of a test while making it more “student friendly.”

Modifying Tests and Quizzes Type 2

Modifying structure

- Use type 1 modifications
- Eliminate questions
- Keep similar questions together. (For example all division questions are in one section, then fractions are in another.) Do not mix different types of problems or questions.

Modifying directions

- Use type 1 modifications
- Use simple sentences
- Define key terms
- Reread a set of directions before the student takes a section. Give the student alternate directions. (For example, a student might fill in a graphic organizer instead of writing an essay or only compare, not contrast.)

Modifying format

- Use type 1 modifications
- Eliminate possible choices
- Provide a word bank for fill-ins
- Chunk matching into sections of 4-5 questions
- Chunk material into sections of 5 questions, ask student to pick 4 to answer
- Allow students to use notes or a study guide
- Allow open book tests with page numbers
- Provide an outline for essays

Type 2 modifications may alter the content and format of a test. This may require different versions of the same test or test items.

WEB SITES

<u>www.microsoft.com/enable</u>	Tools available within Microsoft (2000) based programs, such as a reader program
<u>www.rfbd.org</u>	Reading for the blind and dyslexic, ordering books on tape, signing up for services and materials
<u>www.encyclopedia.com</u>	Short articles may help with homework
<u>www.itools.com</u>	Reference tools such as dictionaries, translators, quotations, maps...
<u>www.promo.net/pg/</u>	Download and read hundreds of literary classics (Guttenberg Project)
<u>www. Inspiration.com</u>	Graphic organizer software
<u>www.kidspiration.com</u>	Graphic organizer software, for younger children and students with more complex disabilities
<u>www.sparknotes.com</u> <u>www.pinkmonkey.com</u>	A source for abridged notes A source for abridged notes
<u>www.ku-crl.org</u> <u>www.cast.com</u> <u>www.help4teachers.com</u> <u>www.uni.edu/coe/inclusion/resources.html</u>	Check out the Strategic Instruction Model Adaptive software and hardware technology Tiered lessons, various subjects by grade level Resources for teachers, books, organizations, web sites and links
<u>www.edc.org/FSC/NCIP</u>	National Center to Improve Practice in Special Education
<u>www.parentspice.com</u>	Parent resource center, lots of useful information

OTHER RESOURCES

Reading

Pw Web Speak www.prodworks.com
Translates web information into speech

textHELP www.texthelp.com
Text to speech software, some free downloads

HELPread www.pixi.com/%7ereader/index.htm
Links to classic works of literature

SCAN-A WORD www.brighteye.com
A hand held scanner used to read and translate text

Keynote Gold Prods. www.humanware.com
Text to speech conversion, adjustable rate, also has 6 language options

Portable reading pen **1-877-344-4040**
Portable scanner pronounces words

Organization

The American Heritage Dictionary w/ Organizer, Alarm and Spell Check
Available in many discount stores

Ticklebox **888-4TICKLE**
Like a pager, sends reminders to keep track of tasks....Can be used as a performance tracker and a reward system when linked w/ a computer

Watchminder **1-800-961-0023**
Can be programmed as a reminder device for tasks or medication...can buzz in the middle of class with messages like "pay attention!"

Voice It Digital Recorder www.voiceit.com
Recording ability that can interface with a computer, can edit messages (replaces old hand held tape recorder)

Inspiration **503-297-3004 or www.inspiration.com**
A computer program, used for creating graphic organizers and brainstorming

Memory

Vocabulary Cartoons (Books): New Monic Books ISBN 0965242285/ ISBN 0965242277

Highlighting Tape **1-800-321-0401 (Crystal Springs)**

Overhead tools www.trainerswarehouse.com

Dry Erase Boards www.dryerase.com

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APPENDIX



Bureau of Education & Research

Essential Characteristics of Level One Co-Teaching

-  Both teachers are actively involved with students in whole group lessons
-  They share the leadership role
-  They make communication a priority
-  They share in planning and assessing

Level One Co-Teaching

-  Works with whole class lessons
-  Initiates a co-teaching partnership
-  Requires moderate amount of planning
-  Fits with itinerate schedules

Promoting Learning in Whole Class Settings

	Amy/Cathy ESSAY PRACTICE	Jen/Dana PRIMARY DOCUMENTS	Mark/Amy MATH JOURNALS/ ASSIGNMENT SCHEDULE	Katherine/Ken SPACE EXPLORATION
monitor student work				
help students apply skills in content areas				
prevent students from "drifting"				
reduce "down time"				
provide at-the-moment support				
reinforce key concepts				

Basis for Selecting a Co-Teaching Approach

Co-teaching is most effective when the approaches used are deliberately selected. Here are four factors to consider in selecting a co-teaching approach:

1. Student characteristics and needs

The first considerations in thinking about co-teaching approaches are student characteristics and needs. For example, if students tend to become disruptive during transitions, an approach should be selected that minimizes transitions. Conversely, if students need extra motivation, an approach with frequent changes might be preferred.

2. Teacher characteristics and needs

Co-teaching will be different in different classrooms and at different times of the school year based on teacher characteristics and needs. For example, if co-teachers vary significantly in their teaching styles, it might be best to select approaches that enable them to teach independently. Alternatively, if co-teachers work easily together, a more shared approach might be appropriate.

3. Curriculum, including content and instructional strategies

The content to be taught and the instructional strategies that are most effective for addressing the content are additional considerations in selecting co-teaching approaches. Highly structured content and procedures, such as teaching steps in a process, would require one approach while less structured content, such as a discussion of ideas, would suggest another approach.

4. Pragmatic considerations

The preference for co-teaching approaches should also be tempered by the realities of the setting. For example, in an open school, noise is a consideration in selecting an approach. In a crowded classroom, an approach not particularly dependent on access to large amounts of space might be the best choice.

From *Successful Co-Teaching Strategies: Increasing the Effectiveness of Your Inclusive Program, (Grades 1-12)*, by Dr. Marilyn Friend (2004).

Individual Strengths in a Co-Teaching Partnership

As a special education teacher, I bring the following strengths to a co-teaching partnership:

As a general education teacher, I bring the following strengths to a co-teaching partnership:

Combining these strengths will enable us to:

Definitions of Co-Teaching

Co-Teaching is:

“Two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single physical space.”

(Cook & Friend, 1995)

“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)

“Two or more team members teaching a class together. When special and general educators teach together, the motivation is often more effective instruction of a diverse group of students.”

(Snell & Janney, 2000)

From *Co-Teaching in the Inclusive Classroom: Working Together to Help All Your Students Find Success (Grades 6-12)*, by Dr. Wendy Murawski (2004).

Benefits of Co-Teaching For Teachers

- Teachers involved in co-teaching relationships state that this relationship resulted in increased professional satisfaction, opportunities for professional growth, personal support, and opportunities for collaboration (Walther-Thomas, 1997).
- A research study on co-teaching found that the value added by having a special education teacher in the room to co-teach resulted in more individual attention for students, more on-task student behavior, and more interaction with teachers (Zigmond, Magiera, & Matta, 2003).
- Co-teaching encourages teachers to share expertise, providing one another with valuable feedback (Cross & Walker-Knight, 1997; Hughes & Murawski, 2001).
- Co-teaching makes it easier to conduct hands-on activities and provide flexible testing situations (Cross & Walker-Knight, 1997).
- Special education teachers gain insight into the realities of the general classroom while general educators learn valuable lessons in planning, accommodating, and instructing students with learning or behavioral difficulties (Friend & Cook, 2003; Salend, et al., 1997).
- Co-teaching enables whole group instruction to be provided while still meeting individual needs (Adams & Cessna, 1993).
- Educators who had experienced co-teaching found that they were more energized and creative, were able to trust one another, and had more fun teaching (Adams and Cessna, 1993).

From *Co-Teaching in the Inclusive Classroom: Working Together to Help All Your Students Find Success (Grades 6-12)*, by Dr. Wendy Murawski (2004).

Benefits of Co-Teaching For Students

- Behavioral and academic expectations remain high for students with and without disabilities (Dieker, 2000)
- Access to the general curriculum for students with disabilities (Bauwens & Hourcade, 1997; Cook & Friend, 1995)
- More individual attention & more interaction with teachers (Zigmond, Magiera, & Matta, 2003)
- Increased student engagement & increased use of strategies by students (Boudah, Schumaker, & Deshler, 1997)
- Increased self-confidence and self-esteem, enhanced academic performance, increased social skills, and stronger peer relations (Walther-Thomas, 1997)
- Positive social outcomes for students with and without disabilities (Hunt, Atwell, Farron-Davis, & Goetz, 1996)
- Students with disabilities had a more positive attitude, were provided with role models for behavior and learning, interacted more with nondisabled peers, and were exposed to higher level concepts and discussions than was typically found in a special education segregated setting (Dieker, 1998)

From *Co-Teaching in the Inclusive Classroom: Working Together to Help All Your Students Find Success (Grades 6-12)*, by Dr. Wendy Murawski (2004).

Establishing an Effective Co-Teaching Relationship

Some questions to discuss with your co-teacher before you begin working in partnership with students:

1. How will we establish parity between ourselves and with our students?
2. How will we plan? When will we plan?
3. How will roles be determined?
4. What about grading, parent phone calls, IEP meetings, communications with guidance or administration?
5. What will we tell the students, parents and other staff about our roles?
6. How will we handle various behaviors in the classroom?
7. What classroom issues bother you the most?
8. What routines work best for you?
9. What do you like to do best? What are your successes?
10. What tasks do you hate to do?
11. Will we keep one plan book?
12. How will we set up the room?
13. Will both of us have a desk in the room?
14. How will we both work with all students?

Co-Planning Tips

1. Set up a scheduled time and stick to it.
2. Map out the unit in advance on a calendar, then zoom in on specific co-taught lessons that need a lot of planning together (i.e., parallel or teaming).
3. Vary your co-teaching configurations.
4. Let the curriculum drive what co-teaching arrangements make sense for a given lesson.
5. Schedule in your co-planning time before anything else . . . keep it sacred!
6. Send each other your ideas in advance (notes, e-mail . . .) so you are not starting from scratch.
7. Try to plan about two weeks at a time. Review your plans weekly and make adjustments as necessary.
8. **Remember, if you don't co-plan . . . you can't co-teach.**

Teacher Actions During Co-Teaching

If one of you is doing this . . .	The other can be doing this . . .
Lecturing	Modeling notetaking on the board/overhead
Taking roll	Collecting and/or reviewing last night's homework
Passing out papers	Reviewing directions
Giving instructions orally	Writing down instructions on board
Checking for understanding with large heterogeneous group of students	Checking for understanding with small homogeneous group of students
Circulating, providing one-on-one support as needed	Providing direct instruction to whole class
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Facilitating a silent activity	Circulating, checking for comprehension
Providing large group instruction	Circulating, using proximity control for behavior management
Running last minute copies or errands	Reviewing homework
Reteaching or preteaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group; previewing upcoming information
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Creating basic lesson plans for standards, objectives, and content curriculum	Providing suggestions for modifications, accommodations, and activities for diverse learners
Facilitating stations or groups	Also facilitating stations or groups
Explaining new concept	Conducting roleplay or modeling concept
Considering modification needs	Considering enrichment opportunities

From *Co-Teaching in the Inclusive Classroom: Working Together to Help All Your Students Find Success (Grades 6-12)*, by Dr. Wendy Murawski (2004).

Facilitating Effective Co-Teaching

The success of co-teaching ultimately depends upon teachers. In a strong co-teaching partnership, teachers work together to plan and teach in ways that provide positive learning environments for students with disabilities in secondary inclusion classrooms. However, to be the most effective, co-teaching requires administrative support, collegial acceptance and parental approval. Keep the following guidelines in mind in order to implement a co-teaching model that garners the most enthusiastic involvement of teachers and provides the most support for students.

Administrative Support

- Arrange schedules to include common planning times for co-teachers
- Develop realistic schedules for special education teachers (limit the number of co-teachers and/or co-taught classes to allow for their other responsibilities)
- Provide staff development
- Supply specialized materials for curriculum modifications
- Implement co-teaching in small increments
- Involve teachers in the implementation process
- Initiate the program with teachers who volunteer to co-teach
- Facilitate parity discussions

Collegial Acceptance

- Involve all teachers in the building in basic staff development sessions to help build a common understanding of co-teaching
- Start with teachers who want to co-teach
- Encourage other teachers to observe in co-taught classrooms

Parental Approval

- Communicate early and clearly to parents about co-teaching and how it will affect their students
- Provide opportunities for parents to ask questions and receive answers
- Invite parents to observe co-taught classrooms