

Co-Teaching in Inclusive Classrooms

Part I:
Effective Whole Group Structures and Strategies
Grades K-6

PD RESOURCE KIT



Bureau of Education & Research

Co-Teaching in Inclusive Classrooms Grades K-6

Part I: Effective Whole Group Structures and Strategies

PD Resource Kit

RESOURCE GUIDE

By

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Thank you for your interest in *Co-Teaching in Inclusive Classrooms, Grades K-6, Part I: Effective Whole Group Structures and Strategies*.

Co-teaching significantly impacts the classroom learning of elementary students with special needs. The many benefits of co-teaching aren't limited to students with disabilities. All students in inclusive classrooms receive increased academic support from educators who are making good use of co-teaching structures and strategies.

Part I: Effective Whole Group Structures and Strategies explains and demonstrates practical co-teaching structures – different ways to configure instruction – that are particularly well suited to whole group lessons and activities. Viewers will see how the various structures support lesson content and meet student learning needs. Within each of the structures viewers will observe strategies that are helpful to a wide range of learners.

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 TRAINER . . .

ANNE M. BENINGHOF is an experienced Special Education teacher, trainer and consultant. She has been a pioneer in the area of inclusion and is a strong advocate for co-teaching. Anne is the author of five books filled with practical, classroom-proven ideas and strategies:

- *Engage ALL Students Through Differentiation*
- *Meeting Standards: Instructional Strategies for Struggling Students*
- *Ideas for Inclusion: The Classroom Teacher's Guide*
- *Ideas for Inclusion: The School Administrator's Guide*
- *SenseAble Strategies: Including Diverse Learners through Multisensory Strategies*

Anne is also featured in two previously released BER PD Resource Kits focused on strategies particularly appropriate to inclusive elementary classrooms:

- *Making Inclusion More Successful: Practical Learning Strategies, Grades K-6*
- *Making Inclusion More Successful: Practical Behavior Management Strategies for the Classroom, Grades K-6*

Anne can be contacted at anne@ideasforeducators.com

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
- **Online PD Courses** contain outstanding video clips and supporting print resources designed for individuals and groups of educators to learn at their own convenience
- **On-Site PD Services** enable schools and districts to bring outstanding BER Trainers to their own sites to facilitate customized professional development
- **National Train-the-Trainer Programs** on cutting-edge topics enable schools and districts to train their own staff members who then conduct site-based professional development sessions

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

Co-Teaching in Inclusive Classrooms Grades K-6

Part I: Effective Whole Group Structures and Strategies

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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 the material in a workshop format. If you are viewing the program by yourself or with a small study group, please turn to page 11 for self-study suggestions.

Video can be a powerful medium for demonstrating effective teaching practices and generating discussion. This training program offers facilitators a variety of options:

Option One: Select PLAY ALL on the main DVD menu. This selection brings up the entire program. You can pause the program at any time to ask questions, launch a discussion, or use the related print resources. You will also find this option helpful when previewing the video footage before a staff development session.

Option Two: Select a topic from the TOPIC MENU. The selection will either take you directly to video footage or bring up a more detailed subtopic menu. Selecting PLAY ALL on the subtopic menu will play the entire topic section. You can stop at any point for questions and discussion.

Option Three: Subtopic Menus enable you to select specific segments within a topic. This is an excellent option when you want to review a particular aspect of the topic or wish to focus on just one lesson or concept.

No matter which option you choose, the most effective strategy is to show a segment, then stop for discussion and/or an opportunity to read the related print resources. At times, you may want to show viewers a particular segment more than once to clarify some finer points of the teaching. We encourage you to tailor your sessions to match the expertise and experience of your participants.

Overview of the Program

Co-Teaching in Inclusive Classrooms, Grades K-6, Part I: Effective Whole Group Structures and Strategies is designed to help elementary educators strengthen their whole group co-teaching. The program explains and demonstrates six different co-teaching structures, or models, for effective whole class lessons and activities. Within each structure, participants will see different strategies that successfully address the needs of students with disabilities.

The program is organized as follows:

- Introduction/Overview (Total running time 4:46)
- Speak and Add (Total running time 5:46)
- Adapting (Total running time 6:18)
- Complementary (Total running time 10:13)
- Lead and Support (Total running time 8:57)

Addressing Learning Styles (*Total running time 16:30*)

Duet (*Total running time 8:18*)

Scheduling Suggestion

Please pause the video periodically to discuss the content and distribute related print material contained in this guide. Give participants an opportunity to read the information and talk about each portion of the program as you go. By giving teachers ample processing time, you'll greatly increase the likelihood that they will implement the co-teaching structures and strategies in their own inclusive classroom programs.

Equipment/Materials Needed

DVD player, monitor, DVD

This video program was taped in 4:3 format. You may need to adjust the menu settings of your television and/or DVD player in order to achieve the best possible picture quality.

Handouts for participants (pages 19-93)

The Sessions

Preparation for Viewing

Before showing the introduction to the video program, have participants work with partners to quickly share responses to the following questions:

- How would you define co-teaching?
- What experience have you had with co-teaching in an inclusive setting?
- What do you think are the greatest benefits of co-teaching? ...the greatest challenges?

Allow for a few minutes of group sharing.

Explain that the purpose of this program is to demonstrate and explain six co-teaching structures that are highly effective for whole group instruction in elementary inclusive classrooms. In addition, participants will observe a variety of instructional strategies that address the needs of students with disabilities and engage all learners in the classroom.

Acknowledge the range of experience within the group and encourage participants to watch for new strategies and information.

Introduction/Overview

Show participants the opening of the video. The introduction/overview section is about five minutes in length and sets the stage for the remainder of the program.

Group Discussion

Distribute *What is Co-Teaching?* (page 31). Ask participants to form groups of three and briefly share their responses to the following questions:

- Discuss your response to the definition of co-teaching: *Two or more adults simultaneously instructing a heterogeneous group of students in a coordinated fashion*
- What has been your experience with the value of tactile-kinesthetic activities for students with special needs?

Allow for a few minutes of group sharing. Ask participants to keep the conversations in mind as they watch the training program.

Supporting Print Material

What is Co-Teaching? (page 31)

Describes the co-teaching relationship; expands on the definition within the video program

Six Whole Group Co-Teaching Structures

Focus and Discussion Questions

Focus questions create a purpose for viewing and act as discussion starters after viewing. It is recommended that you **present focus questions prior to showing segments of the video program** and then use them to begin thoughtful conversations after participants have watched the video footage. Additional discussion questions are also provided.

You may want to employ whole group or grade level discussions, partner sharing sessions, or a mix of response options. Please keep in mind that this guide contains print explanations of the strategies as well as other related material that can inform and enrich group discussions.

Note-Taking Guides

On pages 19-29, you will find note-taking guides for the six co-teaching structures. The divisions and headings match the organization of the video footage. In addition, the definitions and key benefits of the co-teaching structures are included on the guides for the convenience of your participants.

SPEAK AND ADD

Distribute the note-taking guide for the Speak and Add structure, page 19.

Focus Question

What are the strengths and limitations of the Speak and Add structure?

Additional Discussion Questions

- What are key qualities of a successful co-teaching relationship?
- Speak and Add demands less co-planning time than some of the other structures, but planning is still essential to its effectiveness. Why?

Supporting Print Material

Give participants time to read and talk about:

Co-Teaching Structures That Strengthen Whole Group Instruction (pages 33-37)

Descriptions of the co-teaching models demonstrated in the video program;
Speak and Add information is located on page 33

Effective Strategies within the Speak and Add Structure (pages 39-43)

A collection of strategies and examples that maximize the value of Speak and Add

Lesson Plan Format: Speak and Add (page 45)

A co-planning sheet for lessons using the Speak and Add structure

ADAPTING

Distribute the note-taking guide for the Adapting structure, page 21.

Focus Question

The video demonstrates several ways that co-teachers can make adaptations for students with special needs. What other adaptation strategies have you used successfully?

Additional Discussion Questions

- How does co-planning increase the effectiveness of adaptations and modifications?
- Why is wait time a critically important component of one-on-one work with students with special needs?

Supporting Print Material

Give participants time to read and talk about:

Co-Teaching Structures That Strengthen Whole Group Instruction (pages 33-37)

Descriptions of the co-teaching models demonstrated in the video program;
Adapting information is located on pages 33-35

Effective Strategies within the Adapting Structure (pages 47-49)

A set of strategies and examples that maximize the benefits of Adapting

Lesson Plan Format: Adapting Structure (page 51)

A co-planning sheet for incorporating adaptations within co-taught lessons
and activities

COMPLEMENTARY

Distribute the note-taking guide for the Complementary structure, page 23.

Focus Question

In what ways does the Complementary structure make good use of a specialist's
instructional expertise?

Additional Discussion Questions

- Why is co-planning essential to the effectiveness of Complementary instruction?
- What are the strengths and limitations of the Complementary structure?

Supporting Print Material

Give participants time to read and talk about:

Co-Teaching Structures That Strengthen Whole Group Instruction (pages 33-37)

Descriptions of the co-teaching models demonstrated in the video program;
Complementary information is located on page 35

Effective Strategies within the Complementary Structure (pages 53-57)

Descriptions of Complementary lessons and strategies

Lesson Plan Format: Complementary Structure (page 59)

A co-planning sheet for Complementary lessons

LEAD AND SUPPORT

Distribute the note-taking guide for the Lead and Support structure, page 25.

Focus Question

In what ways is the Lead and Support co-teaching structure more collaborative than the Speak and Add, Adapting, and Complementary structures?

Additional Discussion Questions

- In what ways does co-teaching support differentiation of instruction?
- The 4x6 poster project is a versatile strategy for differentiating students' application of content area knowledge. How might you use this strategy at your grade level?

Supporting Print Material

Give participants time to read and talk about:

Co-Teaching Structures That Strengthen Whole Group Instruction (pages 33-37)

Descriptions of the co-teaching models demonstrated in the video program;
Lead and Support information is located on page 35

Effective Strategies within the Lead and Support Structure (pages 61-63)

Description of Lead and Support and 4x6 poster project

Lesson Plan Format: Lead and Support Structure (page 65)

A co-planning sheet for preparing Lead and Support lessons

ADDRESSING LEARNING STYLES

Distribute the note-taking guide for the Addressing Learning Styles structure, page 27.

Focus Question

What challenges do teachers face in incorporating more tactile-kinesthetic activities into their instruction, and how can these challenges be overcome?

Additional Discussion Questions

- Which of the strategies demonstrated in the video program will be most helpful to instruction at your grade level? Why?
- Identify an abstract concept that is difficult for students at your grade level. In what ways could you make that concept more tangible?
- What is your preferred learning style? How does that affect your teaching?
- Think about the educators with whom you currently co-teach. What are their preferred learning styles? How do you know? Are their modality preferences the same as yours or different?

Supporting Print Material

Give participants time to read and talk about:

Co-Teaching Structures That Strengthen Whole Group Instruction (pages 33-37)

Descriptions of the co-teaching models demonstrated in the video program;
Addressing Learning Styles information is located on pages 35-37

Effective Strategies within the Addressing Learning Styles Structure (pages 67-71)

Descriptions of strategies well suited to elementary classrooms that help students process information in visual, auditory, tactile and kinesthetic ways

Lesson Plan Format: Addressing Learning Styles (page 73)

A co-planning sheet to help diversify perceptual modalities within lessons

DUET

Distribute the note-taking guide for the Duet structure, page 29.

Focus Question

In what ways is the Duet structure beneficial both for students and for co-teachers?

Additional Discussion Questions

- Effective co-teaching partnerships create positive energy. In what ways is that energy evident in both the math lesson and the planning session in the video program?
- How might you create opportunities to work in Duet?

Supporting Print Material

Give participants time to read and talk about:

Co-Teaching Structures That Strengthen Whole Group Instruction (pages 33-37)

Descriptions of the co-teaching models demonstrated in the video program;
Duet information is located on page 37

Effective Strategies within Duet (pages 75-77)

Description of Duet; analysis of the co-teaching structures used in the Duet math lesson demonstrated in the video program; elements of planning

Lesson Plan Format: Duet Structure (page 79)

A co-planning sheet to help with the preparation of Duet lessons

Ways to Strengthen Your Co-Teaching Team (pages 81-83)

A set of suggestions to guide co-teachers in developing positive, effective co-teaching partnerships

Additional Resources

The following information has been included in the *Resource Guide*:

Instructional Materials Information (page 85)

How to obtain classroom materials used in the video program and/or referenced in the guide

Annotated Bibliography of Publications by Anne M. Beninghof (page 87)

A list of Anne's resources for inclusive classrooms

Bibliography of Co-Teaching Resources (pages 89-93)

A variety of print, video and audio resources that directly support co-teaching, grades K-6

Closing

Thank participants for their willingness to participate in the session. Encourage them to work together to implement the structures demonstrated and explained in this program.

SUGGESTIONS FOR SELF STUDY

Introductory Information

This section of the *Resource Guide* is designed for individuals or small groups who are interested in learning more about co-teaching in the elementary grades. If you are responsible for guiding a group through this material, please turn back to page 3 for "Suggestions for Trainers."

This program offers you a variety of viewing options:

Option One: PLAY ALL on the main DVD menu will bring up the entire program.

Option Two: When you select a topic from the TOPIC MENU, the selection will either take you directly to video footage or bring up a more detailed subtopic menu.

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Lead and Support (*Total running time 8:57*)

Addressing Learning Styles (*Total running time 16:30*)

Duet (*Total running time 8:18*)

Viewing Suggestion

Please pause the video program periodically to reflect on the content and read the related print material contained in this guide.

This video program was taped in 4:3 format. You may need to adjust the menu settings of your television and/or DVD player in order to achieve the best possible picture quality.

Your Sessions

Introduction/Overview

Watch the opening of the video. The introduction/overview section is about five minutes in length and sets the stage for the remainder of the program.

Read *What is Co-Teaching?* (page 31).

Reflect:

- What's your response to the definition of co-teaching? *Two or more adults simultaneously instructing a heterogeneous group of students in a coordinated fashion*
- What has been your experience with the value of tactile-kinesthetic activities for students with special needs?

Supporting Print Material

What is Co-Teaching? (page 31)

Describes the co-teaching relationship; expands on the definition within the video program

Six Whole Group Co-Teaching Structures

Focus and Reflection Questions

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SPEAK AND ADD

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Focus Question

What are the strengths and limitations of the Speak and Add structure?

Additional Reflection Questions

- What are key qualities of a successful co-teaching relationship?
- Speak and Add demands less co-planning time than some of the other structures, but planning is still essential to its effectiveness. Why?

Supporting Print Material

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A collection of strategies and examples that maximize the value of Speak and Add

Lesson Plan Format: Speak and Add (page 45)

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ADAPTING

The note-taking guide for the Adapting structure is located on page 21.

Focus Question

The video demonstrates several ways that co-teachers can make adaptations for students with special needs. What other adaptation strategies have you used successfully?

Additional Reflection Questions

- How does co-planning increase the effectiveness of adaptations and modifications?
- Why is wait time a critically important component of one-on-one work with students with special needs?

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Lesson Plan Format: Adapting Structure (page 51)

A co-planning sheet for incorporating adaptations within co-taught lessons and activities

COMPLEMENTARY

The note-taking guide for the Complementary structure is located on page 23.

Focus Question

In what ways does the Complementary structure make good use of a specialist's instructional expertise?

Additional Reflection Questions

- Why is co-planning essential to the effectiveness of Complementary instruction?
- What are the strengths and limitations of the Complementary structure?

Supporting Print Material

Co-Teaching Structures That Strengthen Whole Group Instruction (pages 33-37)

Descriptions of the co-teaching models demonstrated in the video program; Complementary information is located on page 35

Effective Strategies within the Complementary Structure (pages 53-57)

Descriptions of Complementary lessons and strategies

Lesson Plan Format: Complementary Structure (page 59)

A co-planning sheet for Complementary lessons

LEAD AND SUPPORT

The note-taking guide for the Lead and Support structure is located on page 25.

Focus Question

In what ways is the Lead and Support co-teaching structure more collaborative than the Speak and Add, Adapting, and Complementary structures?

Additional Reflection Questions

- In what ways does co-teaching support differentiation of instruction?
- The 4x6 poster project is a versatile strategy for differentiating students' application of content area knowledge. How might you use this strategy at your grade level?

Supporting Print Material

- Co-Teaching Structures That Strengthen Whole Group Instruction* (pages 33-37)
Descriptions of the co-teaching models demonstrated in the video program;
Lead and Support information is located on page 35
- Effective Strategies within the Lead and Support Structure* (pages 61-63)
Description of Lead and Support and 4x6 poster project
- Lesson Plan Format: Lead and Support Structure* (page 65)
A co-planning sheet for preparing Lead and Support lessons

ADDRESSING LEARNING STYLES

The note-taking guide for the Addressing Learning Styles structure is located on page 27.

Focus Question

What challenges do teachers face in incorporating more tactile-kinesthetic activities into their instruction, and how can these challenges be overcome?

Additional Reflection Questions

- Which of the strategies demonstrated in the video program will be most helpful to instruction at your grade level? Why?
- Identify an abstract concept that is difficult for students at your grade level. In what ways could you make that concept more tangible?
- What is your preferred learning style? How does that affect your teaching?
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- Effective Strategies within the Addressing Learning Styles Structure* (pages 67-71)
Descriptions of strategies well suited to elementary classrooms that help students process information in visual, auditory, tactile and kinesthetic ways
- Lesson Plan Format: Addressing Learning Styles* (page 73)
A co-planning sheet to help diversify perceptual modalities within lessons

DUET

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Focus Question

In what ways is the Duet structure beneficial both for students and for co-teachers?

Additional Reflection Questions

- Effective co-teaching partnerships create positive energy. In what ways is that energy evident in both the math lesson and the planning session in the video program?
- How might you create opportunities to work in Duet?

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PRINT RESOURCES



Bureau of Education & Research

Note-Taking Guide: Speak and Add

Co-Teaching in Inclusive Classrooms, Grades K-6 Part I: Effective Whole Group Structures and Strategies

SPEAK AND ADD

Definition of the Speak and Add Structure

While one teacher leads the lesson, the other teacher provides verbal and visual support.

Benefits of Speak and Add

When using the Speak and Add structure, co-teachers are better able to:

- monitor student understanding
- boost active engagement in learning
- provide immediate reinforcement and clarification of key concepts

Note-Taking Guide: Adapting

Co-Teaching in Inclusive Classrooms, Grades K-6 Part I: Effective Whole Group Structures and Strategies

ADAPTING

Definition of the Adapting Structure

One teacher leads or monitors the class while one teacher creates adaptations for students with special needs.

Benefits of Adapting

Within the Adapting structure, one co-teacher is able to focus on the majority of the students while the other:

- makes successful accommodations and modifications
- addresses the learning needs of students with disabilities
- facilitates productive learning

Note-Taking Guide: Complementary

Co-Teaching in Inclusive Classrooms, Grades K-6 Part I: Effective Whole Group Structures and Strategies

COMPLEMENTARY

Definition of the Complementary Structure

The specialist provides whole class lessons that address the needs of struggling students.

Study Techniques

Real World Skills/Applications

Increasing Academic Skills

Text message summaries

Alternative text vocabulary

Benefits of the Complementary Structure

- targets the learning needs of students with disabilities
- capitalizes on the specialist's teaching skills
- enhances the inclusive classroom curriculum

Note-Taking Guide: Lead and Support

Co-Teaching in Inclusive Classrooms, Grades K-6 Part I: Effective Whole Group Structures and Strategies

LEAD AND SUPPORT

Definition of the Lead and Support Structure

The classroom teacher takes the lead in developing the overall classroom curriculum, but both educators co-plan and co-teach specific lessons.

Characteristics of Lead and Support

Differentiating with the 4x6 Poster Project

Providing Individual Assistance

Observation of Student Behavior

Benefits of Lead and Support

- expands the specialist's role within the co-taught classroom
- infuses whole group lessons with strategies that better meet the needs of students with disabilities
- strengthens individual assistance and assessment in inclusive classrooms

Note-Taking Guide: Addressing Learning Styles

Co-Teaching in Inclusive Classrooms, Grades K-6 Part I: Effective Whole Group Structures and Strategies

ADDRESSING LEARNING STYLES

Definition of the Addressing Learning Styles Structure

The co-teachers intentionally incorporate a variety of perceptual modalities into their instruction, keeping in mind that tactile-kinesthetic strategies are essential for many students with special needs.

Quick Kinesthetic/Tactile Activities

Wipe-Off Magnets

Graphic Organizer Puzzles

Making Concepts Tangible

Frame of reference

Wikki Stix representations

Board Relays

Benefits of Addressing Learning Styles

When co-teachers use the Addressing Learning Styles structure, they increase the number of tactile-kinesthetic strategies and activities within whole group instruction. This increase in tactile-kinesthetic support:

- counterbalances a frequent emphasis on visual-auditory instruction
- helps students with special needs gain access to the regular curriculum
- keeps many struggling students successfully engaged in learning

Note-Taking Guide: Duet

Co-Teaching in Inclusive Classrooms, Grades K-6 Part I: Effective Whole Group Structures and Strategies

DUET

Definition of the Duet Structure

The co-teachers are equal partners in the classroom. Together, both educators plan and implement all facets of instruction.

Duet Lesson

Duet Planning Session

Benefits of the Duet Structure

- enables co-teachers to work together as one
- embeds Special Education into the General Education curriculum
- fully incorporates all the co-teaching structures to directly meet the learning needs of every student

What is Co-Teaching?

Effective co-teaching may be defined as **two or more adults simultaneously instructing a heterogeneous group of students in a coordinated fashion.**

The definition contains three vital components:

Two or more adults...

Co-teaching relationships are not limited to two people. A classroom teacher may have co-teaching relationships with several different specialists. The term "adults" is used instead of "teachers" because a qualified adult does not necessarily have to have "teacher" in his/her job title to co-teach in an inclusive classroom. Special education teachers, speech-language pathologists, school psychologists, counselors and other specialists can be effective co-teachers within a variety of co-teaching structures.

...simultaneously instructing a heterogeneous group of students...

Co-teaching goes well beyond "coaching" and "mentoring." In a co-teaching partnership the adults are actively working together simultaneously in the classroom. Neither adult considers the students "my students" or "your students." All the children in the diverse, inclusive classroom are thought of and treated as "our students."

...in a coordinated fashion

Effective co-teaching requires planning, integration of approaches and strategies, and a commitment to engaging, interactive instruction. Co-teachers respect each other's ideas, listen to each other, and share a common vision and purpose: providing the best instruction possible to all students in the inclusive classroom.

"Collaborative teaching is a service delivery structure in which teachers with different knowledge, skills, and talents have joint responsibility for designing, delivering, monitoring, and evaluating instruction for a diverse group of learners in general education classrooms." (DeBoer & Fister, 1995)

"Co-teaching occurs when two educators jointly deliver instruction to a group of students, primarily in one classroom." (Adams, Cessna & Friend, 1993)

"Co-teaching is the collaboration between general and special education teachers for all of the teaching responsibilities of all students assigned to a classroom...In a co-taught classroom, teachers share the planning, presentation, evaluation, and classroom management in an effort to enhance the learning environment for all students." (Gately & Gately, 2001)

Developed by Anne M. Beninghof

Co-Teaching Structures That Strengthen Whole Group Instruction

There are six co-teaching structures that significantly benefit whole group instruction in inclusive classrooms:

- Speak and Add
- Adapting
- Complementary
- Lead and Support
- Addressing Learning Styles
- Duet

Each of the structures can stand alone, but they are most effective when teachers flexibly combine them to best serve the needs of students and the needs of instruction.

Speak and Add

The Speak and Add structure is the simplest of all the co-teaching models. One teacher leads the lesson; the other jumps in with explanations, examples, clarifications, questions, and visual support. The second teacher can also help monitor the classroom – checking for understanding, helping students stay focused on instruction, and addressing behavior issues.

Speak and Add is beneficial for all students because they hear two different voices, get two different perspectives, receive additional visual support (charts, illustrations, diagrams, lists), and have access to extra help as needed within the lesson. The structure is helpful for teachers because instruction becomes more collaborative. Teachers are able to reinforce the essential learnings within each lesson in ways that meet the needs of all students in the classroom.

Effective co-teachers incorporate Speak and Add into most whole group instruction. No matter who is leading the lesson or what structure is being used, Speak and Add plays a helpful role. When students are confused, attention is wandering, or the lesson content is complex, the second teacher – who is not as intently focused on delivering instruction – is in a perfect position to clarify, refocus, coach, or insert a quick check for understanding.

Adapting

In the Adapting structure, one teacher is teaching or monitoring the class while the other is roaming and making adaptations and modifications for students as needed. Teachers can increase the effectiveness of adaptations by having supplies (sticky notes, highlighters, etc.) readily available to reduce visual overload, highlight important information and directions, and modify assignments.

Oftentimes it's assumed that in the Adapting structure, the classroom teacher leads the class and the specialist provides adaptations. It's important that the classroom teacher also be involved in making adaptations. He/she knows students well and may have a deeper understanding of the grade level curriculum. As a result, the classroom educator may be able to design adaptations that will better meet student and curricular needs.

The Adapting structure can easily be integrated into each of the whole group co-teaching structures. It's important to remember that this structure is most effective when it is co-planned. Adaptations that are anticipated and designed in advance are frequently more successful than those created at a moment of need. In addition, planning enables the co-teachers to discuss the essential elements of the instruction so that adaptations are specifically targeted to the key learning objectives of the lesson/activity.

Complementary

The Complementary structure enables a specialist to bring his/her unique skill set into the classroom and provide lessons that directly address the learning needs of struggling students. These lessons take a variety of forms. Frequently, specialists focus on access skills – the skills students need in order to access the curriculum. Some examples are study skills, computer application skills, summarizing skills, and comprehension skills. As co-teachers discuss student learning difficulties, the specialist may be able to offer a specific strategy or different approach that will help meet students' learning needs.

The best whole group Complementary lessons not only help struggling learners but benefit all other students in the classroom as well. Complementary lessons are also a form of staff development for the classroom teacher, adding a new strategy or method of instruction to his/her instructional repertoire.

Lead and Support

Within the Lead and Support structure, the classroom teacher is responsible for planning the overall classroom curriculum, the "big picture" of learning expectations over the course of the year. The specialist is involved in the week-to-week, day-to-day planning of lessons and activities.

When a specialist co-teaches with a number of different classroom teachers, Lead and Support can be a very efficient model. The specialist helps implement the classroom teacher's curriculum by co-teaching in particular content areas or units of study. Instructional leadership is shared; responsibilities within specific lessons/activities are divided according to skills, interests, and knowledge.

Lead and Support broadens the role of the specialist beyond the expectations of the Speak and Add, Adapting and Complementary structures. Lead and Support actively involves the specialist in collaborative, side-by-side whole group instruction with the classroom teacher – differentiating lessons and activities to meet student needs.

Addressing Learning Styles

A preferred learning style, or perceptual modality, is the channel through which a learner most efficiently processes information. The four modalities are visual (sight), auditory (hearing), tactile (touch), and kinesthetic (movement). Research indicates that:

- students learn best when taught through multiple modalities

- students who struggle with academics, have been identified as “special education students,” or are labeled “at risk” are overwhelmingly tactile-kinesthetic learners
- most classroom instruction is visual and auditory

Inclusive classrooms contain a variety of student learning styles. Co-teaching gives educators ongoing opportunities to combine their instructional expertise to meet the learning style needs of all the children in the class.

As co-teachers plan and teach together, they may want to divide responsibility for focusing on different learning styles. One may be more comfortable with visual and auditory strategies while the other is familiar with a variety of tactile and kinesthetic approaches. One co-teacher may prefer hands-on lessons and activities while the other thinks in terms of visual support for learning. It’s ideal for each co-teacher to be able to work from his/her own strength. However responsibility is divided, it is vital that tactile and kinesthetic elements be generously incorporated into whole group instruction on an ongoing basis.

The Addressing Learning Styles structure can easily be integrated into each of the other co-teaching structures and should play a key role in co-instruction within inclusive classrooms.

Duet

The Duet structure is the most comprehensive and effective of all the models of co-teaching. It incorporates both adults into the planning process from the very beginning. As the co-teachers plan the overall curriculum, they embed differentiation into units of study and combine their areas of expertise to design the best instructional program for all students in the class.

When teachers work in Duet, they move fluidly in and out of each of the other co-teaching structures. Because they have both been extensively involved in planning, both are completely familiar with curriculum goals and objectives. Both know all the students well and are able to adjust and modify to help children gain access to the curriculum. They “work together as one,” and student labels fall away as the co-teachers focus on providing excellent instruction for all learners.

The biggest challenge of the Duet structure is time. It takes time for teachers to coordinate and plan instruction at this level. Some co-teachers address the challenge by working in Duet for particular units of study or specific subjects within the curriculum. However co-teachers choose to work within their time constraints, the Duet structure is the goal of co-teaching because it is the most comprehensive, effective model for student learning.

Effective Strategies within the Speak and Add Structure

In Speak and Add, one teacher takes on leadership of the whole group lesson while the other contributes verbal and visual support.

Verbal Strategies

The assisting teacher can play a significant role in supporting student learning by:

Interacting with the teacher who is speaking

- Clarify content for the students
So the nucleus is the brain of the cell?
- Clarify directions
Would you like the students to write that now?
- Adjust lesson pacing
Let's wait just a moment to give everyone a chance to get that on paper.

Interacting with students

- Check for understanding
Who can explain that idea in their own words?
Thumbs up if this is making sense so far.
Let's take a moment to have everyone do the first step of this problem.
- Stretch thinking
What might make a cell abnormal?
You're right. The word is an adjective. What does it mean?

Reinforcing lesson content

- Rephrase
Another way to say that would be...
- Make an analogy
Just like every part of our body has a different job, every part of a cell has a different job.
- Provide relevant anecdotes
When I'm baking, I often need to divide recipes or double them, so I have to know how to multiply fractions.

Increasing active student engagement in ways that access different modes of thinking

- Verbal
Turn to a neighbor and explain why the 2 has a value of 200.
Take 30 seconds and write down 2 important ideas about photosynthesis.

- Visual

Draw a quick picture on your paper that will help you remember what this word means.

Make a picture of the water cycle in your mind.

- Tactile

Use your finger to draw a quick picture on your hand that will help you remember what this word means.

Place your sticky notes on the three most important points on this page.

- Kinesthetic

Stand up if you agree with what he just said.

Use the chart paper on the walls to record two words that would capture the essence of this chapter.

Maintaining appropriate student behavior

- Individual (one-on-one, quietly)

I want you to tune back in so you'll understand how to do this.

Stop looking in your desk. Here's a pencil you can use.

- Whole class

Everyone look up here to make sure you know what to do next.

I need everyone to put their pencils down until Ms. Wilson has finished giving directions.

Visual Strategies

The assisting teacher can use a whiteboard, overhead, smart board, computer, poster, or chart to:

Record lists, examples, suggestions, ideas

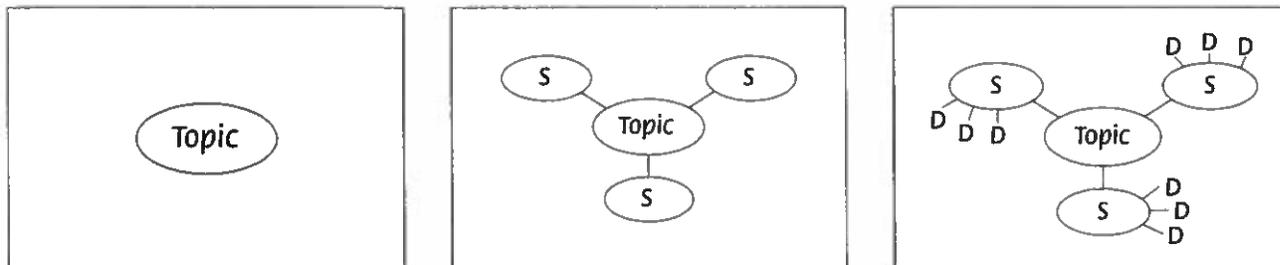
This helps to avoid repetition and keeps students more engaged in brainstorming and discussion.



List the steps in a process

As the lead teacher explains a process, the assisting teacher can record the steps. This is even more powerful if examples are included.

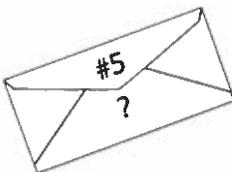
Note: S = Support, D = Details



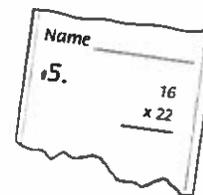
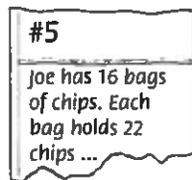
Put directions in writing

The assisting teacher can list activity directions using single words and short phrases. Simple sketches add value.

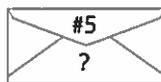
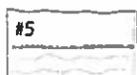
1. Pick an envelope



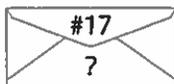
2. Solve the problem on your own paper



3. Put the problem back in the envelope



4. Choose another envelope



5. Do at least 4 problems during the work time



Visual aides are helpful to all students. Quick notes and pictures clarify content and serve as touchstone reminders.

Lesson Plan Format: Speak and Add Structure

Standard:

Objective:

Speak	Add
Teacher:	Teacher:

This format helps co-teachers:

- clarify the key objective(s) of the lesson
- anticipate points in the instruction when verbal and visual support would be most helpful to students
- delineate responsibility for any necessary supplies (e.g., sticky notes, labels, markers)

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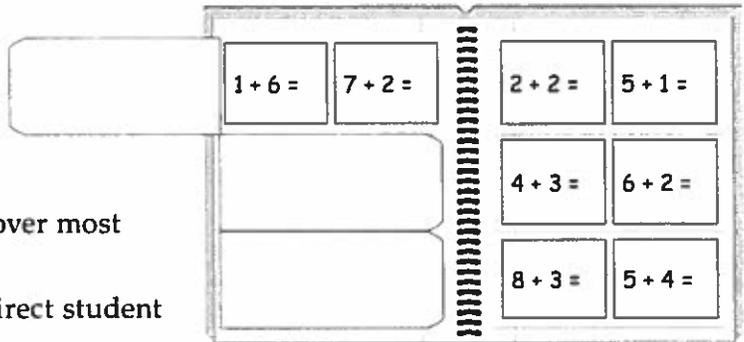
Effective Strategies within the Adapting Structure

When co-teachers use the Adapting structure, one is leading or monitoring the class and the other is making adaptations and modifications for students as needed. There may be times when both teachers are able to focus on providing adaptations for individual students.

Reduce Visual Input

Often, students with special needs are overwhelmed by visual information on a page. Co-teachers can reduce visual overload by:

- cutting file folders and sliding them over a work page so that two-thirds of the page is covered and one-third is visible
- using large sticky notes to cover most of a work page
- using highlighting tape to direct student attention to key information
- giving students a strip of colored, transparent plastic to use as a line guide while they are reading. The strip keeps students focused on a single line of text. The transparency allows them to smoothly begin reading the next line of text while moving the strip down the page.



Simplify Content

Students with special needs may be able to fully participate in class lessons and activities if content is simplified by:

- reducing complexity
 - using a simpler text or rewriting a section of text at a lower Lexile level*
 - adjusting problems or questions so that students can deal with them successfully
- reducing quantity
 - eliminating portions of the assignment that are too difficult
 - shortening assignments so that students are able to successfully complete the work without becoming overwhelmed by how much is expected

Simplify Process

Students with disabilities sometimes need assistance with the “how” of the assignment. They are capable of understanding the content but cannot complete the work in the assigned format. Some examples of how to simplify process include:

- writing for a student
- giving students graphic organizers to help them record key information

*See page 85 for more information.

- having a student sketch and label instead of writing lengthy notes
- asking a student to describe key ideas or ways to solve a problem rather than requiring a written response

How you choose to simplify assignments will depend on the students' disabilities, readiness levels and preferred learning styles.

Lesson Plan Format: Adapting Structure

Standard:

Objective:

Activity	Adaptations	Materials

This format helps co-teachers:

- clarify the essential objective(s) within the lesson
- identify elements of the lesson/activity that will be challenging for some students
- work together to design successful adaptations
- delineate responsibility for any special materials/supplies (e.g., rewritten text, highlighting tape, markers)

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Effective Strategies within the Complementary Structure

In the Complementary structure, the specialist provides instruction that addresses the learning needs of struggling learners and benefits all students in the class. While the specialist is in the lead role, the classroom teacher adds verbal or visual support (*Speak and Add*) or provides adaptations for students who need them (*Adapting*).

Specialists frequently focus their Complementary instruction on access skills – skills that enable students to access the general curriculum. Mini-lessons are an effective format for teaching access skills. The short lessons can be embedded into broader lessons in which students have reason to apply the skills they've just been taught.

Study Techniques

All students benefit from simple, practical study tips. These techniques are critical to the success of students with special needs. Examples include:

Triple vocal rehearse

Students repeat information three times to improve retention of the material.

Five-box review

Students draw a set of 5 boxes at the top of a study sheet. Each time a student reads the sheet he/she checks off a box. The five readings increase student familiarity with the material.

Symbolic summaries

Students create a set of pictures to help them remember key information on a topic.

Real World Skills/Applications

Connecting the curriculum to real life is especially vital for students with special needs. Specialists can take the lead in teaching students “real world” skills and emphasizing the practical applications of grade level curriculum. Examples include:

- Computer application skills, including use of the Internet
- Tips for preparing and presenting oral reports
- Real world applications of academic skills
- Ways to relate content area knowledge to personal experiences and situations

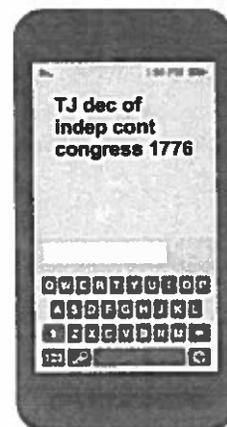
Increasing Academic Skills

Specialists are uniquely trained in ways to help students with disabilities be more successful with academic skills. When students are struggling in a particular area, the specialist may be able to develop an instructional strategy or approach that will help students better understand the critical attributes of a skill or process. Examples include:

Text message summaries

After the co-teachers demonstrate a simple text message and review texting tips, students use texting techniques to summarize a chunk of content area information. Each student is given his/her own paper cell phone with a screen that drastically limits writing space. Students use texting shortcuts in order to succinctly express key ideas.

Many students with learning disabilities find it very difficult to summarize information. This strategy engages student interest by tapping into pop culture. It limits writing space and encourages clever use of shortcuts while still emphasizing main ideas and essential content.



Alternative text vocabulary

This strategy stretches students' word knowledge beyond memorized definitions by requiring learners to use key terms in new contexts:

- sports magazine
- teen fashion magazine
- sales ad
- children's dictionary
- comic strip
- cookbook
- poetry collection
- health handbook

Students work in pairs to use the vocabulary word correctly within a new context of their choice. They must include enough relevant information to clearly define the word.

Examples for the word *environment*:

Child development manual

Mothers must work hard to ensure a clean, healthy environment for their children. They can accomplish this by...

TV advertisement

With Feng Shuy Fertilizer, I'll never scrape my knee again in this environment...

Comic strip (man standing next to large car)

Oh no! I've used all the gas and ruined the environment. The fumes from my exhaust pipe...

Cookbook

If you are baking the muffins in a high altitude environment, you will need to increase the baking time because...

The alternative text strategy has several advantages:

- Once taught, it requires fewer than 5 minutes of student work time.
- It encourages flexible thinking and creativity, so it appeals to a wide variety of learners.
- It successfully engages students in working together on word meanings.
- As students share their results, the repetition of the key term helps increase concept understanding for every student in the class, even those who struggle with language and vocabulary.

Lesson Plan Format: Complementary Structure

Standard:

Objective:

Lesson Component	Lesson Content	Complementary Skills	Materials
Introduction			
Body			
Conclusion			
Follow up			

This format helps co-teachers:

- develop a common understanding of lesson content
- clarify what Complementary instruction is needed to strengthen students' understandings and access skills
- delineate responsibility for materials/equipment

Developed by Anne M. Beninghof

Effective Strategies within the Lead and Support Structure

Within Lead and Support, the classroom teacher takes responsibility for the long-range, overall curricular planning for the class. The specialist joins the classroom teacher in week-to-week, day-to-day co-planning of specific lessons and activities. Lead and Support co-planning sessions enable the educators to combine their expertise in designing and implementing instruction. During whole group lessons they transition smoothly between leading and supporting roles.

Differentiating Instruction and Practice

One of the major benefits of Lead and Support is that it enables co-teachers to better differentiate instruction within a whole group setting. Working as a team, the educators can effectively address students' differing readiness levels and learning styles.

4x6 Poster Project

This strategy is ideal for differentiating activities within the content areas.

- The co-teachers design six different tasks that address essential understandings within a unit of study. The teachers take into account students' reading and writing levels, learning style preferences, and disabilities. Two of the tasks are at a higher level of complexity; two are mid-range; two are at a lower level of complexity. Because there are six tasks, the difficulty range is not obvious to students.
- The co-teachers create heterogeneous groups of four, and each student in the group is assigned a different task that best meets his/her learning needs. Each group will usually include two mid-range tasks, one less complex task, and one more complex task.
- Each group is responsible for a single poster, divided into four sections. During work time, students may seek help from the co-teachers and assistance from other members of their group. Each student has his/her own task but is exposed to the work of the other students in the group. See example on page 63.

Providing Individual Assistance

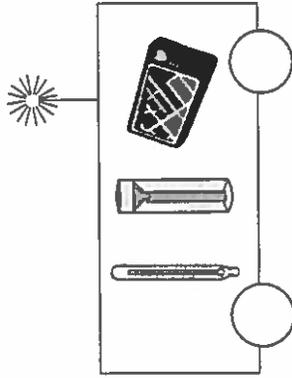
Lead and Support intensifies the degree of one-on-one knowledgeable assistance within inclusive classrooms. Both co-teachers are familiar with the goals and objectives of lessons and activities within the subject area or unit of study. Whether students are engaged in independent work, whole class instruction or small group activities, both educators are able to answer questions, extend students' thinking, and adapt assignments as needed.

Assessing Students

The Lead and Support structure facilitates assessment of student behavior and skill development. While one teacher leads instruction, the other is able to record specific information about the behavior of individual students within whole group settings. Co-teachers are also able to increase the quantity of one-on-one skill assessment within the inclusive classroom. Both teachers are familiar with individual students and the dynamics of the classroom; both can contribute valuable insights as they interpret assessment data and develop intervention and reinforcement strategies.

4x6 Poster Project Example

In this poster project, intermediate grade students apply their understandings of the five themes of geography.

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Use the five themes of geography to describe your favorite vacation destination.</p> </div> <p>HAWAII</p> <p><u>Location</u> Hawaii is located in the Pacific Ocean, west of Mexico, at about 21°N, 158°W.</p> <p><u>Place</u> It is a beautiful state with sandy beaches, clear and warm ocean water, huge rocky cliffs and green, tropical plants...</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Create a new invention to aid the study of geography. Draw a picture of your invention and describe it.</p> </div> <div style="text-align: center; margin-bottom: 10px;">  </div> <p>This marvelous invention includes an all-weather thermometer, a GPS, a snow and rain gauge, a built-in camera...</p>										
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>List five examples of cause-effect relationships between the five themes of geography.</p> </div> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">CAUSE</th> <th style="width: 50%; text-align: center;">EFFECT</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 5px;">Location: near equator</td> <td style="border: 1px solid black; padding: 5px;">Place: lightweight clothes</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Location: near equator</td> <td style="border: 1px solid black; padding: 5px;">Human/envirom. interaction: air conditioning systems</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"> </td> <td style="border: 1px solid black; padding: 5px;"> </td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"> </td> <td style="border: 1px solid black; padding: 5px;"> </td> </tr> </tbody> </table>	CAUSE	EFFECT	Location: near equator	Place: lightweight clothes	Location: near equator	Human/envirom. interaction: air conditioning systems					<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Design symbols for the five themes of geography.</p> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Location</p> </div> <div style="text-align: center;">  <p>Movement</p> </div> </div>
CAUSE	EFFECT										
Location: near equator	Place: lightweight clothes										
Location: near equator	Human/envirom. interaction: air conditioning systems										

Lesson Plan Format: Lead and Support Structure

Standard:

Objective:

Lesson Component	Input/Activities Differentiation	Materials	Teachers
Introduction			
Body			
Conclusion			
Follow up			

This format helps co-teachers:

- clarify the essential understandings or skills students need to gain or strengthen within the lesson
- embed differentiation into the lesson
- anticipate the need for verbal and visual support, adaptations/modifications, individual assistance
- delineate responsibility for instruction, materials

Developed by Anne M. Beninghof

Effective Strategies within the Addressing Learning Styles Structure

Addressing Learning Styles is an effective approach to co-teaching. In this structure, co-teachers thoughtfully and intentionally integrate a variety of perceptual modalities into their whole group instruction. Research indicates that most teachers tend to rely heavily on visual-auditory instructional techniques while most students with identified disabilities are tactile-kinesthetic learners. Because students best process information through their preferred learning styles and because all students benefit from experiencing a variety of modalities, it is essential that co-teachers diversify their instruction.

Quick Kinesthetic/Tactile Techniques

There are a variety of quick and easy ways to include kinesthetic/tactile activities in lessons.

Kinesthetic

- Stand to answer “yes”
- Vote with your feet (Yes/No, Agree/Disagree)
- Standing work stations (ironing board, music stand, file cabinet)
- Partially inflated beach ball or balance cushion*
- Thera-Band exercise tubing attached to chair legs so students can quietly move their legs while seated*
- Chart paper on the wall for recording ideas in cluster groups

Tactile

- Sticky dots (red, yellow, green) to signal confidence in written responses
- Sticky notes to mark key ideas, story elements, specific aspects of text
- Small white boards and erasable markers for short responses
- Highlighter pens, highlighting tape* or Wikki Stix* to highlight words, word parts, key facts, etc.

Wipe-Off Magnets*

Wipe-off magnets and washable markers are multi-modality tools that can be successfully used in every subject area at every grade level. The magnets are highly visual. They provide tactile learners with an unusual texture and an element of manipulation. Kinesthetic learners get an opportunity to get out of their seats to position the magnets on a white board or other magnetic surface, and auditory learners enjoy classroom discussions about where the magnets have been placed.

*See page 85 for more information.

Graphic Organizer Puzzles

Graphic organizers play a useful role in classifying and processing information. Well-structured organizers can help learners make sense of new content and increase retention.

Organizers can also help students structure their thinking before writing. A graphic organizer puzzle is a concrete, tactile tool that students can use to physically organize their ideas. The puzzles are easy to create.

- Laminate sheets of stiff paper containing a variety of shapes (circles, ovals, squares, rectangles) in differing sizes; cut out the shapes.
- Direct students to work with a certain set of shapes as they plan their writing OR allow students to make their own decisions about which shapes to use.

Laminated file folders make good work surfaces; washable markers are ideal for writing; and tape can be used to hold the shapes in place.

Research indicates that student-designed organizers are generally more effective than pre-formatted graphic organizers. As students gain experience with a variety of writing genres, they will become better able to make independent decisions about how to set up their graphic organizer puzzles for clear communication of their ideas.

Making Concepts Tangible

Whenever abstract concepts can be taught in tangible ways, struggling learners benefit. Tangible elements help tactile learners better process and engage with information.

Frame of Reference

This strategy provides students with a visual, concrete approach to author perspective.

- Start by showing students two works of art and asking them to describe what they see.
- Place frames around the pictures and share information about the artists that influenced their work. Write key points on the frames.
- One co-teacher and one student come to the front of the room and hold frames. Students brainstorm ways in which the two people might have differing points of view (frames of reference) in their writing.
- Engage the students in a discussion about other circumstances and conditions that might affect an author's frame of reference.
- Create heterogeneous groups of 3-4 students.
- Give each group a laminated frame and a trade book that contains extensive "About the Author" information. Ask students to examine the book carefully – including copyright date, list of other books by the same author, "About the Author," and other text elements – and write notes on the frame about possible influences on the author's frame of reference.

- Circulate around the room as students work, and help groups identify explicit information and draw inferences from the text. The tangible frames provide tactile support as students explore this concept.
- Share results as a whole group.

Wikki Stix Representations

Wikki Stix are a versatile, tactile tool. They are frequently used to highlight information or add a hands-on element to basic skills instruction. Co-teachers can also use them as a catalyst for higher-level thinking and creativity.

- Give students a limited amount of time to use Wikki Stix to construct a symbolic representation of a concept (e.g., cooperation, independence, community, elements of a memoir or other literary genre).
- Students work in heterogeneous groups of 3-4 to build their representations.
- Students take turns sharing their symbolic representations and the thinking behind them.

Board Relays

Board relays can be used to practice and reinforce a wide range of learning in a kinesthetic way. In order for the relays to be positive learning activities, it's vital that all students experience success. One way to accomplish this is to give the heterogeneous student teams a bit of time before each relay round to strategize and share ideas. Co-teachers monitor teams to make sure that all students understand the assigned task. The teachers are able to prompt and offer suggestions and ideas so that all students are ready to be successful when the relay begins. Instructional assistants can also help monitor a team or two. With this level of support, board relays become fun for all learners in the inclusive classroom.

Effective Structures and Strategies within Duet

In the Duet structure, co-teachers are equal partners in the classroom. They co-plan the overall curriculum as well as the day-to-day lessons, and they are both engaged in active, ongoing instruction and student assessment. Within Duet, teachers combine their knowledge, skills, and interests and make good use of the full range of co-teaching structures in ways that best meet student and instructional needs.

When co-teachers are unable to work in Duet for the entire school day, they often target key subjects (reading, math, writing) and concentrate their partnership in one or more of those areas.

The Duet structure represents co-teaching at its best. The educators move fluidly between structures to meet student needs and the demands of the lesson content. There is a give and take that feels comfortable and helps maintain a positive energy in the classroom. The co-teachers enjoy each other, enjoy the students, and enjoy teaching.

Math Lesson Example

In the video you observed the beginning of a math lesson taught in Duet. The following structures and strategies are part of that lesson segment:

Complementary

The specialist introduces a warm-up Math Connections lesson. Students are given sections of newspaper and asked to find “something related to polygons.” A definition of polygon is on the white board, and the co-teachers both circulate around the room, helping students and encouraging them to find as many examples as they can in the time allowed.

Speak and Add

When it’s time for students to share what they’ve found, the classroom teacher calls on students and guides their contributions (e.g., after two rectangles have been shared, he eliminates rectangles as an option). The specialist records key information on the board.

Lead and Support

The classroom teacher takes responsibility for checking the previous night’s homework assignment. During this activity, the specialist roams and responds to individual questions and confusions.

Speak and Add

The specialist steps in to clarify a key question – “What is the property/rule about triangle side lengths?” The classroom teacher has been calling on individual students for responses, and the specialist pulls more students into the conversation by asking them to discuss the question as table groups and come to a consensus as a group. While the students discuss, the teachers confer and decide that asking for the property in as few words as possible will be a good way to reinforce student understanding.

Planning Session

The most successful co-teaching planning sessions deal with four basic questions:

- How are the students doing with the material being taught?
- What is the objective of the upcoming lesson?
- What are the essential content components of the lesson?
- How will student needs be met within the instruction? (This question applies equally to the needs of all students: struggling, on grade level, and highly capable.)

Within the planning session, co-teachers combine their skills and knowledge to support the learning of all students in the inclusive classroom. They decide what co-teaching structures to use and what instructional strategies to employ.

The planning session closes with each teacher taking responsibility for designing and implementing specific portions of the agreed-upon instruction.

Lesson Plan Format: Duet Structure

Standard:

Objective:

Lesson Component	Input*	Materials	Teachers
Introduction			
Body			
Conclusion			
Follow up			

* Includes a variety of co-teaching structures, differentiation, and diversity of learning styles

This format helps co-teachers:

- clarify the essential content of the instruction
- embed differentiation, different co-teaching structures, and a variety of learning styles into the lesson
- anticipate the need for verbal and visual support, adaptations/modifications, individual assistance
- delineate responsibility for instruction, materials

Developed by Anne M. Beninghof

Ways to Strengthen Your Co-Teaching Team

Schedule (and treat as “top priority”) regular co-planning sessions. Ask administrators to support your team by scheduling common preparation periods.

When you are planning:

- **Delineate tasks** thoroughly.
- **Consider team members’ expertise.**
- **Divide the responsibilities fairly** (including the tasks no one really wants to do).
- **Vary the co-teaching structures you are using.** Don’t get stuck in just one or two models. Make your structures best fit the needs of students and lessons.

During planning sessions, **make sure you are communicating clearly:**

- Each person has opportunities to speak.
- Each person listens while the other is speaking.
- Tasks and expectations are written down. (Simple notes and lists are fine.)

Between planning sessions, co-teachers read and refer to written plans and agreements.

Decide how you will communicate and stay in contact outside of co-planning meetings. What communication methods are preferred by each co-teacher? Email, classroom phone, cell phone, home phone?

Design a co-teaching schedule that is reasonable for each member of the team. How much time a specialist can spend in a classroom will depend on how many co-teaching relationships he/she is expected to maintain. Make best use of the co-teaching time that is realistically available.

Share classroom space. Specialists need space for their own supplies and access to classroom supplies. Student tables and desks must be arranged to allow room for adult movement and access.

Establish a “communication center” in the classroom for exchange of information: parent notes, updates on a particular student, last-minute schedule changes, etc.

Make decisions about general classroom roles and responsibilities in the following areas:

- Grading
- Communicating with parents
- Communicating with administrators and other specialists
- IEPs and IEP meetings

Put these decisions in writing. Simple notes are fine. Each co-teacher must have a copy. Change the decisions only by mutual agreement.

Remember that you will not agree on everything, and that is a good thing. The power of co-teaching rests on the differing viewpoints and perspectives of the co-teachers.

Compromise is essential. The strength of your partnership rests on your respect for one another and your ability to remain flexible.

Instructional Materials Information

The following materials are included in the video program and/or recommended within the *Resource Guide*.

Balance cushion

This is an alternative to a partially inflated beach ball. It is an orthopedic device that enables kinesthetic learners to stay in motion and remain focused while seated. One vendor is www.activeforever.com ("Sit fit balance cushion").

Highlighting tape

Highlighting tape is a good alternative to highlighting pens. It's removable and helps students focus on selected information.

Crystal Springs Books, 1-800-321-0401

www.crystalspringsbook.com/highlighting-tape.html

Lexile levels

This website includes a free Lexile Analyzer. It enables you to quickly check the reading level of text you've rewritten to meet student needs. For more information, go to www.lexile.com

SpyTech markers

Manufactured by Foohy, a subsidiary of Sanford, the markers enable you to see what you're writing and then watch it disappear. The writing will reappear when colored over with another marker. Go to www.as-seen-on-tv-products.ws and search for SpyTech markers.

Thera-band exercise tubing

Thera-band tubing is much safer in the classroom than bungee cords. It can be stretched tight and tied around chair legs so that kinesthetic learners can quietly move their feet against some resistance while they're seated. Available at www.amazon.com

Wikki Stix

Wikki Stix are wax-infused pieces of yarn. They are bendable and slightly sticky and can be used to create a variety of tactile learning experiences for students.

Omicor, Inc. 11034 N. 23rd Drive #103, Phoenix, AZ 85029, 1-800-869-4554

www.wikkistix.com

Crystal Springs Books, 1-800-321-0401

www.crystalspringsbooks.com/wikki-stix.html

Wipe-off magnets

You can easily make your own wipe-off magnets by purchasing business card magnets from an office supply store, sticking them onto laminated white card stock, and trimming. If you like, you can purchase plastic-coated wipe-off magnets in a variety of sizes at www.bigboards.com/write-on_wipe-off_magnets.htm. Students can write on either type of magnet using washable markers (e.g., Vis a Vis overhead markers).

Annotated Bibliography of Publications

by Anne M. Beninghof

Engage ALL Students through Differentiation, Grades K-8, Crystal Springs Publishing, www.crystalsprings.com, 1-800-321-0401

This creative, hands-on, research-based book introduces the *Engage ALL Students* lesson-planning model and provides 50 innovative strategies that are easily adaptable across grade levels and subject areas.

The following products are published by Sopris West Educational Services, www.sopriswest.com, 1-800-547-6747:

Meeting Standards: Instructional Strategies for Struggling Students, Grades K-8

This teacher-friendly book provides 45 versatile, easy-to-implement approaches linked to actual district, state, and national standards. It includes creative and practical interventions that really work with struggling learners, quick ways to use assessment information to inform instruction, and dozens of strategies that will improve students' success in the classroom.

SenseAble Strategies: Including Diverse Learners Through Multisensory Strategies, Grades PreK-6

This book contains hundreds of unique strategies – from noisemakers to puffy paint – that will expand teachers' repertoire of techniques to meet the learning style needs of elementary students.

Ideas for Inclusion: The Classroom Teacher's Guide, Grades K-8

Inclusive classrooms serve students with a wide range of disabilities. In this book teachers will find many practical, classroom proven strategies, conveniently indexed for easy use.

Ideas for Inclusion: The School Administrator's Guide, Grades K-6

School administrators play a crucial role in developing and nurturing the values and culture of schools and districts. This resource provides administrators with numerous inclusion strategies in the areas of curriculum and instruction, family and community, business management, leadership, assessment, and personnel.

Making Inclusion Work: Video and Facilitator's Guide, Grades K-8

This 45-minute video provides creative, practical ideas for making inclusion work, and it demonstrates effective, collaborative teaching methods, planning guidelines and more. The video program comes with a facilitator's guide that contains suggestions for how to best use the program with general education teachers, special education teachers, paraprofessionals, and administrators.

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Co-Teaching in Inclusive Classrooms, Grades K-6, featuring Anne M. Beninghof

- *Part I: Effective Whole Group Structures and Strategies*
- *Part II: Effective Small Group Structures and Strategies*

Facilitating the Classroom Learning of Students with Asperger Syndrome and High-Functioning Autism, Grades K-6, featuring Kathy Morris

Making Inclusion More Successful: Practical Behavior Management Strategies for the Classroom, Grades K-6, featuring Anne M. Beninghof

Making Inclusion More Successful: Practical Classroom Learning Strategies, Grades K-6, featuring Anne M. Beninghof

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

- *Part I: Easy-to-Implement Strategies in Inclusion Classrooms*
- *Part II: Strategies that Maximize the Instructional Impact of Inclusion Classrooms*

**Audio PD Resources
www.ber.org**

Co-Teaching That Works: Effective Strategies for Working Together in Today's Inclusive Classrooms, Grades 1-12, by Anne M. Beninghof

Increasing the Effectiveness of Paraprofessionals and Classroom Teachers Working Together: Highly Effective Strategies for Inclusive Classrooms, Grades K-12, by Susan Fitzell

Practical Strategies for Working with Students with Asperger Syndrome and High-Functioning Autism, Grades K-12, by Kathy Morris