Co-Teaching

Academy 3 v.1: Co-Planning Curriculum Using State Standards

Participant Handouts
Academy 3: Co-planning Curriculum Using State Standards

This Academy provides the CLT with experience in co-planning curricular units.

Academy Outcomes

As a result of the activities and information shared at this Leadership Academy, participants will:

• Provide a rationale for co-curricular planning in inclusive schools
• Explore the relationship between planning for state-standards-based curriculum and IEP goals
• Tailor a set of planning processes to meet their own building context
• Identify ways to implement co-planning in their own buildings

Agenda

We constructed this Leadership Academy to occur within a 3-hour timeframe with 15 minutes or so for breaks and other time adjustments. The times listed below are approximate but reflect the time these activities and lectureettes have previously taken. Facilitators should be flexible, read their audience, and work to achieve the overall purpose and outcomes.

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
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<tbody>
<tr>
<td>15 min</td>
<td>Introductions and Greetings</td>
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<tr>
<td>15 min</td>
<td>Activity 1: Segregated Planning</td>
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<tr>
<td>15 min</td>
<td>Lecturette 1: Planning Curriculum in an Inclusive School</td>
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<td>20 min</td>
<td>Activity 2: Co-planning a Daily Lesson</td>
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<tr>
<td>10 min</td>
<td>Break</td>
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<tr>
<td>15 min</td>
<td>Lecturette 2: When Co-planning works</td>
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<td>25 min</td>
<td>Activity 3: Implementing Co-planning in Your School</td>
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<tr>
<td>30 min</td>
<td>Leave-taking and Feedback</td>
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Resources


Researchers examined 4 elementary and 2 middle schools that were achieving exemplary results for all students in an effort to identify and describe critical indicators of overall school success. Embedded case studies revealed key capacity-building elements related to collaboration between general and special education teachers. These elements included a culture of shared responsibility, high expectations for all students and a sense of a professional community within the schools. The purpose of the project was to identify critical indicators of school success that could be translated into capacity-building activities that support positive outcomes for all students. Although all of these schools had strong collaborative communities and high expectations for all students, considerable variability was evident in other areas, including shared leadership and support for collaborative practices. This article addresses some of the factors that fostered or impeded the collaborative nature of these schools.


Richard Rose, writing in this journal in his role as Research Section Editor (BJSE, Volume 29, Number 1), argued that teachers should learn to do research in collaboration with other professionals, as part of a drive to make teaching a ‘research-based profession’. In this article, Joan Forbes, Senior Lecturer in Educational Studies in the Faculty of Education at the University of Aberdeen, explores this idea in greater depth from her perspective as course leader for an MEd module on inter-agency collaboration. She proposes that recommendations for collaboration to support children with language and communication disorders do not attend to the difficulties involved between professionals from different backgrounds who use different discourses and draw upon different research evidence as a basis for practice. Her paper draws on ‘postmodern’ research approaches and Michael Foucault’s views of ‘discourse’ to examine a variety of theoretical perspectives previously applied to collaboration. It argues for the value of further theoretical diversity and methodological plurality and introduces discourse analysis as a tool for helping to understand the notion of collaboration. At the end of her challenging and intriguing paper, Joan Forbes offers some suggestions concerning the value of ‘new’ questioning kinds of analysis.

Focuses on the importance of the relationship between parents, special education teachers and therapists to the physical education of students with disabilities. Strategies for working together; Definition of collaboration; Barriers that can hinder the process of collaboration.

The National Institute for Urban School Improvement


Because research has found that differentiation of instruction for gifted students does not typically occur within the general classroom, collaboration between gifted and general education teachers is critical in order to ensure appropriate services to students with high abilities. Gifted education teachers are now being called upon to provide services to their students in the regular education environment. This fundamental change in setting mirrors mandated changes in special education, wherein students with disabilities are increasingly served in the general education classroom. This article provides a new definition of collaboration within the context of gifted education and expands on the utilization of coteaching as a collaborative strategy. Five models of coteaching originally developed for meeting the needs of students with disabilities were adapted, and examples of their use with gifted students in the general education classroom are provided.


This article explores the application and use of curriculum mapping as a tool to assist teachers in communicating the content, skills, and assessments used in their classrooms. The process of curriculum mapping is explained, and the adaptation of the process for special education teachers is detailed. Finally, examples are given of how curriculum mapping can assist both special and general education teachers in meeting the needs of students in the classroom. Although this article will apply the use of curriculum mapping data at the middle school level, the process of mapping is equally effective at the elementary and high school levels.

This study examined the number of articles published in 29 journals from 1999-2001 on priority topics related to curriculum access as identified in a recent survey of senior staff from 16 general and special education associations. These results were compared to articles published in these journals on a nonpriority topic related to curriculum access—school technology. The number of articles on school technology far exceeded any of the identified priorities for either general or special education associations. The authors discuss the implications for the research-to-practice agenda as well as implications for general-special education collaboration.


Collaboration between special and general education teachers has received increased attention over the past decade as part of the effort to create inclusive classrooms and to blur the boundaries between programs and students. Yet collaboration can have multiple meanings. This special issue presents data related to collaborative practices derived from three projects funded under a U.S. Department of Education, Office of Special Education Programs research priority, Beacons of Excellence. Research projects funded under this priority were to identify schools achieving exemplary results with students with disabilities, as well as with their peers. Researchers from the separate projects whose results are presented in this issue studied schools in very different contexts using different methodologies. Researchers identified characteristics of their schools and then came together to identify features common across all schools that appeared to be dominant forces in creating the exemplary schools. Collaborative practices were among a handful of such features that emerged across projects. Collaboration in these exemplary schools included both specific teaching practices as well as a climate and culture that supported a community of professionals working together to improve teaching and achievement for all students. Findings from these projects provide important insights into how schools are defining and implementing collaboration.


This article describes a promising form of professional collaboration: coteaching between a content area teacher and a special education teacher. In an investigation of a schoolwide coteaching model in an urban middle school that places students with disabilities in heterogeneous classrooms, researchers interviewed key school leaders and made detailed observations of coteaching. The study found that although content teachers conduct more of the instruction and special education teachers provide more individualized assistance, both use a full range of instructional roles. Essential to the success of coteaching partnerships were
collaborative school structures, equal status rules for teachers, a commitment to all students' learning, and strong content knowledge.


Presents a strategy that may help teachers initiate and maintain effective collaborative relationships in high-poverty urban environments. Process used to assist general education teachers at the secondary level in understanding, planning for, and initiating collaborative relationships with special education teachers.


Reports on the findings of a survey regarding the involvement of special education personnel in the development of educational accountability systems in the United States. Objectives for schools to make incremental gains in student test scores including special education students; Benefits of the collaboration between general and special education staff; Focal evolution of alternate education assessments.


In this study, perceptions of inclusion for students with both mild and severe disabilities were explored. Collaboration issues related to inclusion were also examined. Specifically, 180 general education and special education preservice and inservice teachers were given a questionnaire on inclusion. In addition, they were given another questionnaire two weeks later after viewing a videotape of a boy who half the teachers were told had a mild disability and half that he had a severe disability. There were no significant differences for educational type or experience for the items that focused on the intensity level of including with mild or severe disabilities. There were significant students differences for the items addressing collaboration issues. After the videotape was introduced, there were significant differences for both educational type and experience for items on intensity of inclusion. Implications of these results were discussed with emphasis on the teachers' apparent preference for a continuum of services.


Collaboration between general education teachers and special education teachers is often mentioned in the literature as a means of accomplishing the inclusion of students with
disabilities in general education. The purpose of this study was to describe, using both qualitative and quantitative data, the communication and collaboration practices in four high schools with demonstrated success at including students with disabilities in general education and achieving exemplary outcomes for all students. School wide approaches and classroom-level factors associated with collaboration characterize the themes that emerged as important to the success of these high schools. A discussion of these results and implications for practice are presented.
Glossary

CO-TEACHING
Collaborative teaching between general and special education teachers.

FACILITATOR
A Collaborative Leadership Team process role. The Facilitator guides the meeting process and remains objective.

NATIONAL INSTITUTE FOR URBAN SCHOOL IMPROVEMENT
The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities.