Co-Teaching

Academy 3 v.1: Co-Planning Curriculum Using State Standards
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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. NIUSI works to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within this approach is a commitment to evidence-based practice in early intervention, universal design, literacy, and positive behavior supports.

Part of NIUSI’s work is to link existing general education reform networks with special education networks and synthesize existing research into products that are made accessible in both print and electronic versions. These offerings support professionals, families, researchers, advocacy organizations, and others involved in the work to create culturally responsive, inclusive school communities.

NIUSI Goals
One of the main goals of NIUSI is to work collaboratively with educators in its partner districts in the area of professional development. This work is grounded in the beliefs that professional development must:

- address specific needs of states, districts, schools and communities with a focus on helping students achieve learning and performance goals;
- be a collaborative endeavor in which teachers, administrators, families and students are involved in the design, planning, and implementation;
- rely upon content and processes that are research-based and proven in practice; and
- be school-based, job-embedded, and continuously evaluated and adjusted to ensure effectiveness in meeting school and student learning goals.

Leadership Academy Model
A strategy through which NIUSI helps educators develop leadership skills for school change is through the Leadership Academy model of professional development. In collaboration with
schools and local universities, NIUSI creates these Leadership Academies for pre-service and in-service activities. The approach includes careful consideration of the content for professional development, application of adult learning principles, and selection of teams from schools and districts that can support their team members’ learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose, and extend the creativity and skill of practitioners. Specifically, NIUSI works with urban school districts to build information systems that assist leadership teams to focus on goals for instructional, curricular, and cultural improvement and for empowering action research agendas among school professionals.

All academies are based on the National Institute’s assumptions that great schools:

- Use the valuable knowledge and experience that children and their families bring to school learning.
- Expand students’ life opportunities, available choices, and community contributions.
- Construct education for social justice, access, and equity.
- Build on the extraordinary resources that urban communities provide for life-long learning.
- Need individuals, family, organizations, and communities to work together to create future generations of possibility.
- Practice scholarship by creating partnerships for action-based research and inquiry.
- Shape their practice based on evidence of what results in successful learning of each student.
- Foster relationships based on care, respect, and responsibility.
- Produce high achieving students.
- Understand that people learn in different ways throughout their lives; great schools respond with learning opportunities that work.

**Professional Development Modules**

Systemic school change is a complex and difficult task. The challenge is great, but educators throughout our nation and other nations are actively engaging the opportunity to transform education and how we go about the work of teaching and learning in our schools. This module is one of many developed by NIUSI for the networks of schools engaging their faculty, staff, families, students, and community members in ongoing renewal and systemic change.
Every module is designed around a particular aspect of school-wide improvement with academies that build knowledge, skills, and practices. The intent is simple: Build a common vision, vocabulary, and skill-set around essential elements of school improvement. The best way to implement this module is to bring together building leadership teams from a cluster of schools so that teams can learn from one another and create a practice community that can support innovation. The academies should be offered in sequence, spaced four weeks apart so that some application can occur between sessions, and that there is a plan for coaching on-site between academies.

**Tips for Facilitating Leadership Academies**

Before delving into the academy, please read through the following tips that can help your participants get comfortable and maintain their focus on learning and growing. We hope that you enjoy facilitating these learning opportunities as much as we have.

**TIPS FOR GETTING STARTED.**

Introduce the academy facilitators, and provide an overview of the National Institute for Urban School Improvement and the school or district that is sponsoring the academy. Talk a bit about what a Leadership Academy is, its structure and how it is designed and what the topic and objectives of this academy are. Explain the roles the facilitators will play and go over the agenda. Have participants introduce themselves and briefly tell what they’d like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice. This should take no longer than 15 minutes. You are provided with a PowerPoint to lead this introduction.

**TIPS FOR MOVING THINGS ALONG.**

Included in the academy is a time schedule – stick to it! Try to begin and end on time, and keep the activities timed as closely as possible to the schedule. Encourage quick transitions between activities and instead of scheduling multiple breaks, invite people to get up to stretch, get a drink or use the bathroom as they need to. Remind participants how much time they’ll have to work on each activity and use the provided time cards to warn participants of the time remaining during each activity.

During discussions, try not to let one person dominate the conversation or go off on tangents that are narrowly focused on their own experiences. To “cut people off” politely, ask others what they think or ask a questions to get the discussion moving in a different direction.

**TIPS FOR MANAGING ACTIVITIES.**

Before beginning an activity, briefly review the activity with the group and discuss its purpose. Read through the tasks and look over supporting materials. Ask if there are any questions.
each group select a person who will take notes and report to the larger group the outcomes of their discussion or work.

While the participants are working in their small groups, circulate from group to group to make sure they are on task and to answer any questions. Be available if a group gets stuck, but don’t interfere in the group process unless they need assistance.

TIPS FOR LECTURETTES.

Practice timing yourself so you don’t run over the allotted lecturette period. Plan on providing a variety of examples around preschool, elementary, middle, and high school settings.

TIPS FOR DEBRIEFING ACTIVITIES EFFICIENTLY.

Decide how to get the information from the groups. There are a number of strategies you might use. For example, you might have each group write their list of ideas and results during their activities on chart paper to display on the wall or a stand. A second strategy might be to have groups report one item from their list, rotating around the room until no one has anything new to offer. Whatever strategy you decide to use, you should set a time limit on the reporting and encourage people to try not to be redundant.

TIPS FOR PARTICIPANT QUESTIONS.

Provide participants with paper for note-taking. Urge them to save their questions for the Q and A period at the end of each lecturette so the academy does not run over the allotted time.

TIPS FOR LEAVE-TAKING.

To wrap things up, ask people to take a minute to think about what they learned during the academy. Ask the participants to complete the self-assessment and academy evaluation. Then ask them to share their thoughts and any last words. Use the overhead or chart paper to record what they say as a way to highlight new learning and congratulate the group on their hard work. If this is the first academy in a module, with more academies scheduled to follow, you may ask participants to do homework, either for reinforcement of their learning or as preparation for future learning.
Leadership Academies

The goal of all Leadership Academies is to create a network of skilled and knowledgeable teacher leaders, administrators, and family members who will serve as effective agents of change. The participants are predominantly teams of educational professionals from schools and districts who are organized to advance the knowledge and practice related to systems change and school improvement. The Leadership Academy creates a forum for open discussion and learning to help school and community members think more broadly and systemically about school improvement.

The following are the Leadership Academies in this module.

Academy 1: Working Together: General and Special Educators

This academy explores the elements of collaborative teaching relationships and the necessary institutional structures and professional skills needed to collaborate successfully.

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

- Identify expectations for collaboration and consultation between general and special educators
- Explore the skills that educators need to collaborate successfully
- Examine the time needed for successful collaboration and how buildings develop schedules that create time for collaborators to plan and evaluate together
- Examine current practice in their own buildings and identify strengths and needs

Academy 2: Co-teaching Strategies

This academy explores the research behind co-teaching as a professional development strategy as well as an effective instructional practice for students. A variety of co-teaching strategies are explored and evaluated in light of their impact on student and professional learning.

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

- Identify a set of co-teaching strategies and their research base
- Distinguish between exemplar and non-exemplars of practice
- Measure co-teaching skills and identify areas for improvement
- Examine how these models can be expanded to provide blended special and general education opportunities for students
- Analyze strategies for developing co-teaching skills and practices among their general and special education staff
Academy 3: Co-Planning Curriculum Using State Standards

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

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
Co-Teaching

Academy 3: Co-planning Curriculum Using State Standards
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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

Activities and Lecturetes
These activities and lecturetes support the Leadership Academy’s purpose and outcomes:

ACTIVITY #1: SOLO PLANNING
This is an introduction to co-planning. In this activity, participants are given a chance to start planning a lesson individually; in the next activity, they will cooperate with another teacher to co-plan and develop a richer lesson that includes all students in a given classroom.

LECTURETTE #1: PLANNING CURRICULUM IN AN INCLUSIVE SCHOOL
This lecturette describes the features of IEP and State Standards driven lesson planning.

ACTIVITY #2: CO-PLANNING A DAILY LESSON
This activity allows educators the opportunity to co-plan an activity on a real-life situation.

LECTURETTE #2: WHEN CO-PLANNING WORKS
This lecturette identifies ways that teachers can find additional time to co-plan.

ACTIVITY #3: IMPLEMENTING CO-PLANNING IN YOUR SCHOOL
This activity gives participants a chance to apply the skills and knowledge learned in the Academy to their own school.
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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</thead>
<tbody>
<tr>
<td>15 min</td>
<td>Introductions and Greetings</td>
</tr>
<tr>
<td>15 min</td>
<td>Activity 1: Segregated Planning</td>
</tr>
<tr>
<td>15 min</td>
<td>Lecturette 1: Planning Curriculum in an Inclusive School</td>
</tr>
<tr>
<td>20 min</td>
<td>Activity 2: Co-planning a Daily Lesson</td>
</tr>
<tr>
<td>10 min</td>
<td>Break</td>
</tr>
<tr>
<td>15 min</td>
<td>Lecturette 2: When Co-planning works</td>
</tr>
<tr>
<td>25 min</td>
<td>Activity 3: Implementing Co-planning in Your School</td>
</tr>
<tr>
<td>30 min</td>
<td>Leave-taking and Feedback</td>
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</tbody>
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Academy Materials

You should have these materials prior to conducting the Academy:

- Facilitator Manual
- Academy PowerPoint Supplements (Overview, Lecturette 1, and Lecturette 2), and access to a PowerPoint presentation system
- PowerPoint timecards
- Name tags
- Chart paper
- Markers
Participant Handouts

These handouts may be passed out together at the beginning of the academy. They are packaged together as the academy Participant Handbook:

- Activity Handouts
- Copies of the lecturettes
- Resources
- Self-Evaluation
- Academy Evaluation
Introductions and Greetings

Academy Overview

Spend some time introducing yourself, the module sponsors, and the Leadership Academy to the participants.

The overview provides you with Leadership Academy background information, this academy’s purpose and outcomes, and the agenda. If time allows, ask participants to introduce themselves by letting others know where they are from and their roles and responsibilities within their buildings.

FACILITATOR MATERIALS
Overview PowerPoint

TIME LIMIT
15 minutes

SLIDE 1

Introduction

Introduce the academy facilitators and the school or district that is sponsoring the academy.

Introduce the 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. NIUSI works to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within this approach is a commitment to evidence based practice in early intervention, universal design, literacy and positive behavior supports.

As part of our work, we link existing general education reform networks with special education networks and we also synthesize existing research into products
that are made accessible in both print and electronic versions. These offerings support the efforts of professionals, families, researchers, advocacy organizations and others involved in the work to create culturally responsive, inclusive school communities.

One of the main goals of The National Institute for Urban School Improvement is to work collaboratively with educators in its partner districts in the area of professional development. Our work is grounded in the beliefs that professional development must:

• Address specific needs of state, district, school and community with a focus on helping students achieve learning and performance goals.

• Be a collaborative endeavor with teachers, administrators, families and students involved in the design, planning and or implementations.

• Rely upon content and processes that are research-based and proven in practice.

• Be school-based, job-embedded, and continuously evaluated and adjusted to ensure effectiveness in meeting school and student learning goals.

Leadership Academy Overview

Talk a bit about what a Leadership Academy is and its structure and design. Explain that timecards are used as a guide for participants to know how much time is remaining in each activity.

One strategy through which NIUSI helps educators develop leadership skills for school change is through the Leadership Academy model of professional development. In collaboration with schools and local universities, NIUSI creates these Leadership Academies for preservice and in-service activities. Our approach includes careful consideration of the content for professional development, adult learning principles, and selection of teams from schools and districts that can support their team members’ learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose and extend the creativity and skill of practitioners. Specifically, we work with urban school districts to build information systems that assist leadership teams to focus on goals for instructional, curricular, and cultural
improvement and for empowering action research agendas among school professionals.

**SLIDE 3**

Roles

Explain the roles the facilitators will play. Have participants introduce themselves and briefly tell what they’d like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice.

**SLIDE 4**

Academy 5.3: Co-planning Curriculum Using State Standards

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

**SLIDE 5**

Objectives and Outcomes:

- 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

• Tailor a set of planning processes to meet their own building context
• Identify ways to implement co-planning in their own buildings
Academy Agenda:

15 minutes: Introductions, Greetings, and Warm-up

15 minutes: Activity 1: Segregated Planning

15 minutes: Lecturette 1: Planning Curriculum in an Inclusive School

20 minutes: Activity 2: Co-Planning a Daily Lesson

10 minutes: Break

15 minutes: Lecturette 2: When Co-Planning Works

25 minutes: Activity 3: Implementing Co-Planning in Your School

30 minutes: Leave-taking and Feedback
Activity 1: Solo Planning

This is an introduction to co-planning. In this activity, participants are given a chance to start planning a lesson individually; in the next activity, they will cooperate with another teacher to co-plan and develop a richer lesson that includes all students in a given classroom.

OUTCOMES MET IN ACTIVITY

- Introduce co-planning
- Participants will begin planning a lesson individually in preparation for Activity 2.

ACTIVITY SECTIONS

- Part 1: Independently Planning a Lesson

COMPLETE ACTIVITY TAKES 15 MINUTES
Activity 1, Part 1: Independently Planning a Lesson

FACILITATOR MATERIALS
None

PARTICIPANT MATERIALS
Co-teaching Daily Lesson Plan

ACTIVITY PURPOSE
Participants begin independently planning a lesson.

ACTIVITY TIME LIMIT
15 minutes

FACILITATOR NOTE
Your participants may come from elementary, middle, or high school environments. Choose carefully so all participants can realistically plan their lesson. Some lessons you may suggest are: learning the scientific method (observation, hypothesis, prediction, experiment); researching and reporting on an author; applying the food pyramid (bread, cereal, rice, & pasta; vegetable; fruit; meat, poultry, fish, dry beans, eggs, and nuts; milk, yogurt, and cheese; fats, oils, and sweets). Or, you may use your own idea. It is important that all participants use the same lesson since they pair up in Activity 2 to finish the plan together.

ACTIVITY
This activity gives participants a chance to start planning a lesson on their own. In the next activity they will team up with another person to complete the lesson plan.

Provide the participants with a lesson topic. Topic suggestions are provided in the Facilitator Note section. Ask participants to complete lesson plan handout. They will only complete the first six columns because they aren’t given information about students with disabilities for this part of the activity.

1. What are you going to teach?

2. What materials are needed?
3. What are the specific tasks of both teachers?

4. What is the number of lessons and the length of each lesson required to meet the objective(s)?

5. What are students asked to do?

6. How will you evaluate learning?

7. What are the adaptations for students with special needs? (Not answered because no information is given.)
Lecturette 1: Planning Curriculum in an Inclusive School

This lecturette describes the features of IEP and State Standards driven lesson planning.

FACILITATOR MATERIALS
Lecturette 1 PowerPoint

OUTCOMES MET IN LECTURETTE
• Explore the relationship between planning for state standards-based curriculum and IEP goals.

LECTURETTE TIME LIMIT
15 minutes

SLIDE 1
Lecturette 1:
Planning Curriculum in an Inclusive School:
This lecturette compares the features of standards-based lesson planning and IEP-based lesson planning. Then it provides information about combining the two for inclusive education.

SLIDE 2
Standards Based Planning:
Standards-based instruction is a process for delivering, monitoring and improving education in which all educational planning and implementation begins with the state Academic Content Standards.

In a standards-based classroom, teachers start with the state standards as the basis for classroom instructional planning, rather than starting with a textbook or other classroom materials. Teachers select a unit of instruction that meets the standards, benchmarks and indicators. They then use the standards to determine how the unit shall be designed, assessed, delivered and evaluated. The graphic above shows how standards form the basis for all planning, instruction and assessment. Note how the arrows all extend from the Academic Content Standards.
Also note that resources, which may have previously been the basis for instructional planning, are selected only after decisions have been made about content, assessment and instruction; note that the arrows in the graphic all lead to resources -- no other decisions are driven by resources.

The standards define the outcomes, or the expectations, of what the students need to know and be able to do. These outcomes include big ideas that students will acquire by the end of the unit as well as more discrete ideas that might be developed at the lesson or activity level within the unit.

These defined outcomes serve as the basis for assessment planning within instruction. The outcomes can help teachers to plan a pre-assessment that can be administered and used to determine the starting points and focus for instruction. A summative or final assessment should be planned to address both big ideas and discrete ones. This assessment serves to gauge student performance and the success of instruction and identifying any needed re-teaching. In addition, the outcomes help to focus ongoing instructional assessment throughout the unit with teachers monitoring students’ progress. At times, students may also use self-assessment strategies to monitor their own progress. All of these assessments together provide teachers with the information that they need to plan and deliver focused, effective instruction for each student in their classrooms.


IEP Based Planning:
Special educators are trained and even required by federal law to base lesson plans on individualized learner goals. Federal laws for students with disabilities require multidisciplinary teams to develop individualized education programs (IEPs). The IEP steps are based on traditional, linear lesson-planning models that begin with goals or objectives and end with evaluation. This traditional linear process, however, may not be the best way for co-teachers to plan lessons, nor does it reflect the way teachers typically plan lessons.

The following is from the Joint Committee on Teacher Planning for Students with Disabilities, 1995.
**Planning Cycle:**
Because special educators are accountable for learning objectives of students with varying needs, these teachers are more likely to think first to the learning objectives and then consider activities that can help a student meet the objectives.

From the Joint Committee on Teacher Planning for Students with Disabilities, 1995.

**Planning Cycle:**
General classroom teachers, also concerned about student learning, must keep their groups of students engaged in activities throughout the school day for the sake of classroom order. They tend to begin their planning with a general theme, topic, or goal, which is often determined by curriculum guides or textbooks. Then they generate activities that are related to the goal or topic and will hold the students’ interest. But since activities do not guarantee learning, the teachers must extend their planning to consider how activities can meet objectives and learning outcomes.

From the Joint Committee on Teacher Planning for Students with Disabilities, 1995.

**Co-planning Cycle:**
The reality of teacher planning indicates a tension between what teachers believe should be done and what can be done. For some students both individualize and group-oriented planning approaches are legitimate.

The challenge for co-teachers is to reconcile the individualized and group planning processes for the benefit of all students.

From the Joint Committee on Teacher Planning for Students with Disabilities, 1995.
Planning Lessons:

Usually lessons geared to a specific learning objective will benefit more than one student in the class. Teachers are not expected to plan a different lesson for every student in the room for every subject. By using flexible groupings and a selection of teaching methods and presentations, many learning objectives and outcomes may be achieved while also accommodating individual needs. The more expertise in teaching and learning methodologies and strategies one has, the more confidently and competently one may adapt program, curriculum and teaching to provide successful learning outcomes for all students in the classroom.


Questions:
This is a question and answer period. Limit it to 3 – 5 minutes.
Activity 2: Co-planning a Daily Lesson

This activity allows educators the opportunity to co-plan an activity on a real-life situation.

OUTCOMES MET IN ACTIVITY

- Provide a rational for co-curricular planning in inclusive schools
- Explore the relationship between planning for state standards-based curriculum and IEP goals

ACTIVITY SECTIONS

- Part 1: Creating a Well-rounded Lesson Plan Through Collaboration
- Part 2: Discussing the Benefits of Collaboration

COMPLETE ACTIVITY TAKES 20 MINUTES
Activity 2, Part 1: Creating a Well-rounded Lesson Plan through Collaboration

FACILITATOR MATERIALS
None

PARTICIPANT MATERIALS
Co-teaching Daily Lesson Plan

ACTIVITY PURPOSE
Participants develop a well-rounded lesson plan by collaborating with another educator.

ACTIVITY TIME LIMIT
10 minutes

FACILITATOR NOTE
This is an activity that requires general educators and special educators to team up. As stated in the front of the facilitator’s handbook, have participants identify themselves as either general educators or special educators on their nametags so the groupings can go smoothly and quickly.

ACTIVITY
Ask participants to form pairs consisting of one general educator and one special educator (you may need to use small groups if there aren’t enough participants to allow for one-on-one general and special educator collaboration).

Provide the teams with classroom demographics and allow time to collaborate on the lesson, taking the best elements from their individual lesson plans to create a single lesson plan.

The demographics of the classroom: 17 students; 1 student with ADD; 1 student with mild visual impairment; 2 students with dyslexia.

Remind them that they are planning for both general education students and student with special needs.
Activity 2, Part 2: Discussing the Benefits of Collaboration

FACILITATOR MATERIALS
None

PARTICIPANT MATERIALS
None

ACTIVITY PURPOSE
Debrief

ACTIVITY TIME LIMIT
10 minutes

FACILITATOR NOTE
None

ACTIVITY
In the whole group, ask participants how the addition of the other perspective improved the lesson plan for all students.

Ask the group how they blended the instruction for general education students and those with special needs.
Lecturette 2: When Co-Planning Works

This lecturette identifies ways that teachers can find additional time to co-plan.

FACILITATOR MATERIALS
Lecturette 2 PowerPoint

OUTCOMES MET IN LECTURETTE
• Identify ways to implement co-planning in their own buildings.

LECTURETTE TIME LIMIT
15 minutes

SLIDE 1
Lecturette 2: When Co-planning Works:
This lecturette compares the features of standards-based lesson planning and IEP-based lesson planning. Then it provides information about combining the two for inclusive education.

SLIDE 2
Collaborative Concerns:
Most professionals express concern about the time needed to form collaborative working relationships with their colleagues, particularly for activities such as co-teaching. They also worry about setting realistic expectations regarding time for collaboration. Although there is no secret to enable you to make more minutes in the day, these are some of the ways professionals are making the most of the time they do have available. Concerns are addressed for both elementary and secondary settings. (Friend, 2003):

Facilitator Note:
Ask group what other concerns arise when forming collaborative working
SLIDE 3

Co-teaching Separate Curriculums:
When co-teachers are working at the beginning stage, one often sees two types of service delivery. At times there are distinct and separate curriculums being taught within the classroom to individuals or small groups of students. These separate curriculums often do not parallel each other and do not lend themselves to occasional large-group instruction.

SLIDE 4

Co-teaching with Separate Roles:
At other times (and, frankly, all too often in co-teaching classrooms), one sees the general educator teaching the group and the special educator assuming the role of classroom assistant. Often the special educator is seen circulating the room helping students to remain on task or helping to manage students’ behavior. Not knowing how the lesson is organized and how the lesson will proceed, the special education teacher is at a distinct disadvantage in being helpful to the students or the general education teacher.

SLIDE 5

Moving to Collaboration:
As the two educators move toward the compromising stage in instructional planning, they begin to show more give and take in the planning. They share more planning. This mutuality of planning continues to expand, until the two teachers reach the collaborative level. Now planning becomes ongoing and shared. At this stage the teachers seem to be continually planning, outside of the classroom as well as during the instructional lesson. The “mini-caucus” is one evidence of the collaborative level. This occurs when the two teachers realize the need for an on-the-spot change in the lesson and agree to change course during the lesson to accommodate learners who may be struggling with a concept being presented. Mutual planning and sharing of ideas becomes the norm at the collaborative stage.
**Collaborative Co-teaching:**
This slide shows the collaborative nature of the classroom where both teachers take on the role of instruction.

**Strategies for Collaboration:**
Begin by brainstorming with group on strategies then move to this list…

1. Have two classes team to release one teacher (e.g., two fourth grades, a third and a fifth grade).

2. Use other adults to help cover classes – including principals, assistant principals, counselors, social workers, volunteers, paraprofessionals, psychologists, and supervisors. Of course, be sure to follow local policies on who can supervise groups of students.

3. Find funds for substitute teachers – some sources include grants from your state or local foundations, parent-teacher organizations, and disability advocacy groups.

4. Find “volunteer” substitutes – retired teachers, members of social or civic organizations, teacher trainees from local universities.

5. Use instructionally relevant videotapes or other programs supervised by part of the staff to release the other part of the staff for planning.

6. When school-based staff development sessions are scheduled, arrange for them to begin late or conclude early with the saved time being used for collaboration.
Strategies for Collaboration:

7. Experiment with a late arrival or early dismissal day. This time can occur once per week, once per month, or once per grading period. Typically, the school day is lengthened and the additional minutes are “banked” to provide the release. The time thus created must be used in working with colleagues. It is not additional individual preparation time nor is it time to be spent on large-group, formal meetings.

8. Stay late after school once per month, but make it enjoyable by bringing snacks, flowers, music, or other pleasant “atmosphere” items. If you bring walking shoes, you can accomplish both exercise and collaboration!

9. Treat collaboration as the equivalent of school committee responsibilities, especially if you are operating a pilot program. Time that others in school spend in committee meetings is spent working collaboratively.

10. In elementary schools, divide labor for instruction to save time. That is, have each teacher take the lead for preparing materials for different lessons, making enough copies for all involved.

11. Reduce other work to have time to meet – for example, have students correct each others’ work or create self-correcting materials.

12. For special educators, reserve time in the daily schedule that is not obligated specific responsibilities. Us this time flexibly with lunch planning, and other time to meet with teachers.

Questions:
This is a question and answer period. Limit it to 3 – 5 minutes.
Activity 3: Implementing Co-planning in Your School

This activity gives participants a chance to apply the skills and knowledge learned in the Academy to their own school.

OUTCOMES MET IN ACTIVITY

• Tailor a set of planning processes to meet their own building context
• Identify ways to implement co-planning in their own buildings

ACTIVITY SECTIONS

• Part 1: Case Application
• Part 2: Co-planning Discussion

COMPLETE ACTIVITY TAKES 25 MINUTES
Activity 3, Part 1: Case Application

FACILITATOR MATERIALS
None

PARTICIPANT MATERIALS
Co-planning Case Studies

ACTIVITY PURPOSE
Participants will apply a case to their own situation.

ACTIVITY TIME LIMIT
15 minutes

FACILITATOR NOTE
This activity would work best if the small groups consisted of participants from the same school.

ACTIVITY
Participants read through cases and select one that is most feasible for their school. In a small group ask them to identify how they would change the case to better fit their situations.
Activity 3, Part 2: Co-planning Discussion

FACILITATOR MATERIALS
None

PARTICIPANT MATERIALS
None

ACTIVITY PURPOSE
Debrief. Review of Academy.

ACTIVITY TIME LIMIT
10 minutes

FACILITATOR NOTE
None

ACTIVITY
Hold a small group discussion about co-planning. How is co-planning better for teaching and learning? How can you start implementing it in your own school?
Leave Taking

Leave Taking, Part 1: Self Assessment

FACILITATOR MATERIALS
None

PARTICIPANT MATERIALS
Self Assessment

ACTIVITY PURPOSE
The self assessment provides the participant with an objective means of evaluating the knowledge and skills gained in this academy.

ACTIVITY TIME LIMIT
10 minutes

FACILITATOR NOTE
None

ACTIVITY
Have participants complete the Self Assessment. Remind groups that their assessments will be collected for module assessment purposes and they do not need to put their names on the assessments.

1. What are two strategies you can use to ensure your students are meeting state standards and IEP goals?

2. Describe several tactics you can use to find additional time to co-plan.
Leave Taking, Part 2: Share Learning

FACILITATOR MATERIALS
Chart paper

PARTICIPANT MATERIALS
None

ACTIVITY PURPOSE
This activity is meant to compare participants’ evaluations.

ACTIVITY TIME LIMIT
10 minutes

FACILITATOR NOTE
Collect the assessments and return them to the National Institute for Urban School Improvement along with the Academy Evaluations.

ACTIVITY
Return to whole group and ask participants to share their responses. Use chart paper to record what they say as a way to highlight new learning, and congratulate the group on their hard work.
Leave Taking, Part 3: Academy Evaluation

FACILITATOR MATERIALS
None

PARTICIPANT MATERIALS
Academy Evaluation

ACTIVITY PURPOSE
This activity provides developers feedback from module participants.

ACTIVITY TIME LIMIT
10 minutes (This can be done as an exit activity. Participants turn the self-assessment and academy evaluation in as they leave.)

FACILITATOR NOTE
Collect the evaluations and return them to the National Institute for Urban School Improvement along with the Self Assessments.

ACTIVITY
Have participants complete the Academy Evaluation. This evaluation gives the developers a chance to see how the academy is being received and allows them to improve it as needed.
Resources Cited


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.