

Co-Instructing at the Secondary Level Strategies for Success

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As students with disabilities increasingly spend instructional time in general education classrooms, more and more special educators are working there as well. Through interviews and classroom observations, we found that effective special education co-teachers share certain characteristics: professionalism, the ability to articulate and model instruction to meet student needs, the ability to accurately assess student progress, the ability to analyze teaching/teaching styles, the ability to work with a wide range of students, and a vested interest in course content.

Much has been written about collaboration and co-teaching in secondary settings, including the importance of understanding your partner's teaching approach (Keefe, Moore, & Duff, 2004; Murawski, 2003); determining readiness to co-teach (Bradley, King-Sears & Tessier-Swittick, 1997; Murawski); clarifying roles, responsibilities, and expectations (Friend & Bursuck, 2002; Murawski & Dieker, 2004; Murray, 2004); scheduling shared planning time (Friend & Cook, 2002); and effective

communication, including constructive dialogue and conflict resolution (Wood, 1998).

The Individuals With Disabilities Education Improvement Act of 2004 (IDEA 2004) underscores what the No Child Left Behind Act (NCLB) and IDEA 1997 mandated: Instruction in special education must be tied as closely as possible to the general education curriculum. Under NCLB, students with disabilities are now required to take content area exams; student success is increasingly dependent upon effective co-teaching in general education classrooms.

IDEA 2004's definition of "highly qualified special education teacher" in the secondary school setting incorporates both special education certification and demonstration of content knowledge. In addition, the definition specifically addresses special education teachers who provide "consultative services" to content-area teachers. In these instances, the technical expertise of the special educator (rather than core content knowledge) is deemed critical (National Education Association, n.d.). The assumption in both cases is that special educators will go into a general education classroom, size up the situation in terms of student needs and content delivery, and make relevant, concrete suggestions that will aid student understanding, retention, and/or application of concepts. Are there particular skills and attributes that aid special educators in co-teaching or consultative situations?

What Do Teachers Say About Co-Teaching?

As part of a larger study, we investigated how a K-12 district was able to sustain a policy of inclusive education for a 12-year period. We conducted focus group and individual interviews with general and special educators (all of whom had been involved in co-teaching situations), as well as classroom observations of these teachers in action (see box, "About the Study"). Both special and general educators stressed the importance of co-teaching for sustaining inclusive practices; they also provided examples of what was helpful to them in a co-teaching situation.

In addition, all of the authors are former special educators in secondary settings; one of us is a former mentor to special educators, and two of us have worked in special education administration. All of us currently work in preparing professionals—teachers or administrators—to work in schools. Our experiences include urban, suburban, and rural schools. From the literature and our own experience, we know that support for teaming varies widely among school districts and buildings, from clear administrative support for co-teaching to separate case loads and a lack of physical proximity. However, we have seen co-teachers succeed in a variety of contexts. Naturally, teaming is easier when supports such as shared planning time are intentionally scheduled, but even in those instances, not every teacher is necessarily on board

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Bell, Jeremy



Co Instructing At The Secondary Level Strategies For Success :

55 Tactics for Implementing RTI in Inclusive Settings Pam Campbell, Adam Wang, Bob Algozzine, 2009-10-15 This exceptionally practical book can make a real difference in every classroom Educators who follow the wisdom in this book and apply the specific tactics will ensure success for all students The authors present a healthy attitude toward educators taking personal responsibility to teach for learning Wanda Oden Assistant Superintendent Kingman Unified School District No 20 AZ Teaching diverse learners in inclusive settings can be an overwhelming task This book is my bible for effectively completing multiple tasks with my students who often have varying needs Tina M Guard Graduate Student and Teacher University of Nevada Boost academic achievement for all students in your inclusive classroom As schools implement RTI in general education settings educators need easy access to information about effective teaching and intervention tactics for the diverse learners in their classrooms This resource provides all teachers regardless of level experience or area of specialization with effective instructional strategies for students with or without disabilities and across grade levels and content areas Drawing from evidenced based models of instruction 55 Tactics for Implementing RTI in Inclusive Settings is organized around four components of instruction planning managing delivering and evaluating In addition to 55 classroom tested how to tactics backed by research this book includes Accommodations and modifications to adapt tactics to meet individual instructional needs Illustrations showing how to implement tactics within each tier of a three tier RTI framework Relevant examples from teachers in the field A wealth of reproducible worksheets and forms for immediate use References and additional readings This valuable guide provides the support teachers need to meet the increasingly diverse needs of today s classrooms and ensure that all students have the opportunity to succeed **Interdisciplinary Connections to Special Education** Jeffrey P. Bakken, Festus E. Obiakor, 2015-10-21 Part A sets the agenda for this two part volume by addressing the challenge of why an interdisciplinary understanding is necessary and also outlines the benefits of adopting a multidisciplinary framework **Exploring the Impact of the Dissertation in Practice** Valerie A. Storey, 2017-07-01 Exploring the Impact of the Dissertation in Practice significantly contributes to our understanding of the design and impact of the Dissertation in Practice the capstone of professional practice doctoral programs Chapter authors are to be commended for sharing with the reader a broad and reflective view of their dissertation journey and as a consequence give the reader insight into the nature of professional practice doctorate education in the early 21st century Readers have the opportunity to hear firsthand how the dissertation is changing not only in format but also in the impact it makes in the field Faculty and program graduates share accounts of their scholarly practice the problems of practice that they have encountered and addressed in their professional practice and their evolving role as change agents in their field of practice In the process they assist all faculty involved in designing and evaluating professional practice programs by identifying challenges and opportunities for construction of powerful end of program doctoral work Individually and collectively chapter authors reflect

on their experiences in creating practice anchored and intellectually rigorous Dissertation in Practice The editor Dr Valerie A Storey has divided the book into two sections The first focused on reflections of faculty and the second on reflections of program graduates as they describe how the Dissertation in Practice process develops scholarly practitioner graduates capacity to lead systemic reform

Evaluating ALL Teachers of English Learners and Students With Disabilities

Diane Staehr Fenner, Peter Kozik, Ayanna Cooper, 2015-03-04 Unique Student Strengths and Needs Require Unique Teacher Evaluation Methods Teacher evaluation should never be used in a one size fits all manner especially when evaluating all teachers who work with English Learners ELs and students with disabilities Evaluations of all teachers who work with diverse learners require unique considerations Such considerations are precisely what you ll learn in this comprehensive action oriented book Backed by research and case studies the authors detail Four Principles for Inclusive Teacher Evaluation of diverse learners compatible with the Danielson and Marzano frameworks Specialized look for evaluators can use and adapt to recognize effective teaching of diverse learners Strategies for coaching teachers who need more support reaching diverse learners

Successful Teaching

David Schwarzer, Jamie Grinberg, 2016-12-13 This edited volume provides novice teachers with a practical guide to help them transition from teacher education students to independent reflective and autonomous classroom teachers It also serves as a scaffolding tool for mentor teachers assigned to support novice teachers during their first years in the field Novice teachers can use this comprehensive resource as a way to connect the overarching conceptual themes and big ideas from their Teacher Education courses to their classroom practices This book is designed to encourage novice teachers to make more intentional and pedagogically sound decisions during their beginning teaching experiences whether it is fieldwork observations student teaching or the first years in the classroom The book covers a variety of issues including getting to know your students families and communities curriculum development and pedagogical decisions Each of these sections contain specific chapters devoted to a particular concept such as assessment instruction for diversity integrating technology across the curriculum action research and more This book serves as a bridge between pedagogical theory and the realities of the 21st century classroom

Whatever Happened to Inclusion?

Phil Smith, 2010 Law policy and practice in the United States has long held that students with disabilities including those with intellectual disabilities have the right to a free and appropriate public education in a non restrictive environment Yet very few of these students are fully included in general education classrooms Educational systems use loopholes to segregate students universities regularly fail to train teachers to include students and state regulators fail to provide the necessary leadership and funding to implement policies of inclusion Whatever Happened to Inclusion reports on the inclusion of students with intellectual disabilities from national and state perspectives outlining the abject failure of schools to provide basic educational rights to students with significant disabilities in America The book then describes the changes that must be made in teacher preparation programs policy funding and local schools to make the inclusion of students with intellectual

disabilities a reality **Collaborative Teaching in Secondary Schools** Wendy W. Murawski, 2009-03-31 Comparing the co teaching relationship to a marriage this resource offers a lighthearted yet comprehensive perspective on setting up conducting and maintaining a successful co teaching partnership **Co-Teaching That Works** Anne M. Beninghof, 2020-07-15 Guaranteed Success for the Co teaching Classroom Following the success of the first edition Co Teaching That Works Structures and Strategies for Maximizing Student Learning Second Edition is here to provide actionable advice to co teachers seeking to utilize one another's strengths Unlike other co teaching books this manual is written for every possible educator combination not simply general educators You'll find sections on everything from co teaching in literacy and speech language therapy to special education and technology so that no matter what subject matter or expertise you'll be prepared to co teach This book is written to provide concrete actionable advice including Co Teaching Roll Out Plans Leadership Guidelines Relationship Development Best Co Teaching Models Specially Designed Instruction And more Educators will have the opportunity to learn from other experienced co teachers who share their personal stories tips and tried and true co teaching techniques that lead to student success Their creative time efficient approaches will revolutionize the way you view your classroom teaching strategies and enhance your ability to collaborate with other educators Whether you are planning to build your co teaching strategy from scratch or just looking to refine your current approach Co Teaching That Works will undoubtedly be a priceless resource to have in your professional toolbox **New Considerations and Best Practices for Training Special Education Teachers** Bell, Jeremy, 2022-02-18 The topic of special education is rich in knowledge and pedagogy that covers multiple disciplines within the school environment Many special educators complete graduate degrees and explore a variety of topics within the special education context however there is a need for more resources that provide essential knowledge to special education professionals New Considerations and Best Practices for Training Special Education Teachers discusses best practices and strategies special education professionals require to become more proficient in teaching students with exceptional needs and addresses the most important components of the special education teacher's job Serving as a guide of what a special educator must know to be effective within the classroom and providing an overview of the most important components of the special education teacher's job the needs of the special educator along with new research in the field this timely book covers a range of topics such as assistive technologies and special education law It is ideal for special education teachers industry professionals guidance counselors academicians professors researchers practitioners and students *Supervision Modules to Support Educators in Collaborative Teaching* Kathryn L. Lubniewski, Debbie F. Cosgrove, Theresa Y. Robinson, 2019-08-01 The classroom teacher in the 21st century is no longer a solo practitioner What can school leaders use to facilitate on going job embedded intentionally focused professional development that is unique to the collective needs of teacher pairs and teams as they work together What can teacher preparation supervisors provide to support teacher candidates and cooperating teachers as they plan teach

and assess student learning in a co teaching context Supervision Modules to Support Educators in Collaborative Teaching is a research based supervisory handbook designed to promote on going teacher reflection and development in collaborative teaching contexts It is a tool for school leaders and teacher preparation supervisors to use for in service and pre service teacher development at all grade levels PK 12 The handbook s many resources provide practical guidance for meaningful teacher development that is field based relevant to daily teacher work and artfully presented to build collaboration among teachers as they reflect and learn together Unique to this approach is that school leaders and supervisors learn alongside teachers and teacher candidates as relevant topics are explored The handbook contains a collection of eighteen interactive activity based modules that focus on topical content knowledge and productive teaching practices Embedded in the modules are pair and team activities that address problem solving dimensions of collaborative teaching communication and collaboration skill development understanding of diversity cultural responsiveness and shared understanding of evidence based practices This resource is easy to use Once school leaders and supervisors select a module topic to address the needs of a particular pair or team they are supported with foundational knowledge of the most current research on the topic discussion questions about the topic suggestions of productive practices questions to deepen personal and group understanding reflective professional growth activities critical analysis of teaching scenarios and monitoring follow up and goal setting strategies Modules can be used in any order and include reproducible materials for pairs and teams to use as they collaborate and grow professionally

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