LEADING COLLABORATIVE EFFORTS BETWEEN GENERAL AND SPECIAL EDUCATORS

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LET ME SHARE MY "REAL" JOB
A fascinating “disruptive technology” has started to displace big chunks of schooling as we know it. It’s called student-centric learning — individualized instruction, or better put, students progressing at their own pace, guided by computer programs tailored to their learning levels and personal learning strengths. A process in which teachers instruct less, coach more.
GENERATION M^2
Media in the Lives of 8- to 18-Year-Olds

A Kaiser Family Foundation Study
JANUARY 2010
CONTINUUM OF SERVICES

Hospital and Institutional Settings

Residential School

Special Day School

Full-Time Special Classes

General Education Classroom plus Resource Room Service

General Education Classroom with Supplementary Instruction or Treatment

General Education Classroom with Consultation

General Education Setting

SAMPLE OF LONG TERM PROJECTS

◆ Arkansas Department of Education – 8 years +
◆ Omaha Public Schools - 6 years
◆ Colorado Springs – 3 years
◆ Sun Prarie, WI – 6 years
◆ Everett, MA – 3 years
◆ Alexandria, VA – 2 years
LONG TERM COLLABORATIVE CHANGE

Turning points

- Long term district and school-based plans
  - 1, 3 and 5 year plans
- Mass of teachers – general and special education
- Administrators
- Schedulers
- Looking at failing grades – whose to blame?
THREE TYPES OF F’S

1) Those who cannot meet grade level standards
2) Those who refuse to come to school
3) Those who come and refuse to work
DANCING THE DANCE

Elementary School
Middle School
High School
ELEMENTARY
MIDDLE SCHOOL
HIGH SCHOOL
Can share a concern – but must offer a positive solution
SCHOOL-WIDE

Consistent

Flexible
CONSISTENCY NEEDED TO INCREASE COLLABORATION

- Grading
- Homework
- Team work/Co-Teaching
- Behavior – PBIS
- Active Learning – cooperative learning and peer tutoring
5 YEAR ACTIVITIES

◆ Informational e-mails regarding varying areas of disabilities.
◆ Scheduling students with disabilities first not last
◆ In-services offered prior to the end of this year and start of next.
◆ Explanations of “overlays”.
◆ Classroom roles and responsibilities
◆ “Enhancement teacher” and “content teacher”
◆ Open and fair communication
◆ Discipline concerns
3 CRITICAL COMPONENTS

Co-Planning

Co-Instructing

Co-Assessing

• Storming

• Norming

• Performing
Collaborative Planning
MENU OF SERVICE OPTIONS
(JUST ENOUGH SUPPORT)

Self-contained
Co-Teaching
Facilitative support
No Support
## LANGUAGE ARTS 6TH GRADE

<table>
<thead>
<tr>
<th>No Support</th>
<th>Facilitative Support</th>
<th>Co-taught Support</th>
<th>Self-Contained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason</td>
<td>Sean</td>
<td>Austin</td>
<td>Tim</td>
</tr>
<tr>
<td>Matt</td>
<td>Mike</td>
<td>Bill</td>
<td>Elyse</td>
</tr>
<tr>
<td>Tanisha</td>
<td>Sam</td>
<td>Star</td>
<td>Kelly</td>
</tr>
<tr>
<td>Shawn</td>
<td>Tabitha</td>
<td>Shante</td>
<td>Fred</td>
</tr>
<tr>
<td>Sally</td>
<td>Jose’ Angel</td>
<td>Fred</td>
<td></td>
</tr>
<tr>
<td>Kevin</td>
<td></td>
<td>Bryn</td>
<td></td>
</tr>
<tr>
<td>Dante</td>
<td></td>
<td>Allen</td>
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<td></td>
<td></td>
<td>GHOST</td>
<td></td>
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<td></td>
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<tr>
<td>No Support</td>
<td>Facilitative Support</td>
<td>Co-taught Support</td>
<td>Self-Contained</td>
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<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>Kevin Donetta</td>
<td>Steve Josh Tony</td>
<td>Sean Sam Shante</td>
<td>Tom LaShondra Marcus Monique Austin Tim Sue Brad Adam Tabitha LaKendra Matt</td>
</tr>
<tr>
<td>No Support</td>
<td>Facilitative Support</td>
<td>Co-taught Support</td>
<td>Self-Contained</td>
</tr>
<tr>
<td>------------------</td>
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<td>----------------</td>
</tr>
<tr>
<td>Stephen</td>
<td>Shaun</td>
<td>Timothy</td>
<td>Stephen</td>
</tr>
<tr>
<td>Fred</td>
<td>Mary</td>
<td>Brandon</td>
<td>Kendra</td>
</tr>
<tr>
<td>Marquette</td>
<td>Lisa</td>
<td>Stanley</td>
<td></td>
</tr>
<tr>
<td>Jose</td>
<td>Linda</td>
<td>Nick</td>
<td></td>
</tr>
<tr>
<td>Cecila</td>
<td>Jeff</td>
<td>Fredrick</td>
<td></td>
</tr>
<tr>
<td>Wendy</td>
<td>Melody</td>
<td>Angelica</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eric</td>
<td>Angel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stan</td>
<td>Adam</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bret</td>
<td></td>
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</tbody>
</table>
### IEP SNAPSHOTS

**Student Name:**

**Collaborative Teacher:**

<table>
<thead>
<tr>
<th>Areas of Focus</th>
<th>Accommodations Recommended</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication (Written</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Oral)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
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</tr>
</tbody>
</table>
# CURRICULUM SNAPSHOT

**Curriculum Area:** 

**Content Teacher:** 

<table>
<thead>
<tr>
<th>Week</th>
<th>Big Idea</th>
<th>Most Difficult Concept</th>
<th>Minimum Level of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>4</td>
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<td>5</td>
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<tr>
<td>6</td>
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<tr>
<td>7</td>
<td></td>
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</tr>
</tbody>
</table>
THE PLAN

When do we plan?

How do we plan?

What do we plan?
Collaborative Instruction
WHAT IT IS NOT?
21st Century Student Outcomes and Support Systems

- Learning and Innovation Skills – 4Cs
  - Critical thinking
  - Communication
  - Collaboration
  - Creativity

- Core Subjects – 3Rs and 21st Century Themes

- Life and Career Skills

- Information, Media, and Technology Skills

- Standards and Assessments
- Curriculum and Instruction
- Professional Development
- Learning Environments
PAST ENVIRONMENTS
TYPES OF CO-TEACHING

One Teacher lead, One teacher support
Station Teaching
Parallel Teaching
Alternative Teaching
Team Teaching
Both teachers have presence in their role

A climate of success for all students is created - with both teachers focusing on ALL

Progress is monitored and learning assessed daily

Academic and social skills are taught

Objectives are clear

Engaged learning time is maximized

Differentiation is expected by both teachers
HOW TO DOCUMENT CO-TEACHING
PLANNING ON LESSON PLANS

Here are some things we learned from lesson plans

- Auditory is being added but not VAKT
- Technology is not being used
- Behavior is mentioned less than 10%
- Academic adaptations are typically only read aloud and more time - yet students with these supports listed were getting F’s
WAYS TO IMPLEMENT COLLABORATIVE APPROACHES FOR DIFFERENT SUBJECT AREAS

- Math - misconceptions or error analysis
- Science - 5E learning cycle
- Reading - centers or cooperative groups (I love the use of literature circles across content areas)
- Social Studies - project-based
- Technology - individualized contracts
- Writing - Writing centers with each teacher working with various centers
## CO-TEACHING BACKPACKS

| solo plastic plates - cut up tshirts/rags | koosh ball (2) |
| low odor dry erase markers | stress ball (2) |
| wiki stix | fun writing pens |
| calculator (talking) | erasable highlighters |
| clipboard | pencil grips |
| paper | Teach timers |
| graph paper | Kagan charts |
| golf pencils | Livescribe pen |
| | Vibrating watch |
| | Flip camera |
TECHNOLOGY FOR WORKING WITH GENERATION M

- Word - Track Changes and Autosummarize
- I-chat, skype or aim
- WebCT or Blackboard
- Endnote or ref works
- Google docs
- quizlet
- Wiki, flashcardexchange
- Twitter
- Prezi
- Ning, Edmodo, Facebook
- Augmented or mixed reality
CHAPTER ONE

THE LIGHT-BEAM RIDER

"I promise you four papers," the young patent examiner wrote his friend. The letter would turn out to bear some of the most significant tidings in the history of science, but its momentous nature was masked by an impish tone that was typical of its author. He had, after all, just addressed his friend as "you frozen whale" and apologized for writing a letter that was "inconsequential babble." Only when he got around to describing the papers, which he had produced during his spare time, did he give some
LIVESCRIBE PEN
Collaborative Assessment
<table>
<thead>
<tr>
<th></th>
<th>Tom</th>
<th>Jim</th>
<th>Bobby</th>
<th>Sally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respects Others and Property</td>
<td>▪️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Attitude/ Behaviour</td>
<td>▪️</td>
<td>▪️</td>
<td>▪️</td>
<td></td>
</tr>
<tr>
<td>Completes Tasks</td>
<td>▪️</td>
<td></td>
<td></td>
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</table>
GRADING

IEP/Contract Grading
Checklist
Shared grading
Multiple grading/rubrics
Portfolio grading
   (student led conferences with Power Point)
<table>
<thead>
<tr>
<th>Grade 8 Mathematics</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select, add, subtract, multiply, and divide fractions and decimals</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Understands and applies geometric concepts and vocabulary</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Understanding the elements of data analysis and statistics</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Understands and applies geometric concepts and vocabulary</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Comment:** Needs to organize notebook

**Comment:** Hard working student

**Comment:** 97% homework completed

<table>
<thead>
<tr>
<th>Grade 8 Science</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands and uses the Scientific Method</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Observes and records data using multiple representations</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Communicates using appropriate scientific terminology</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Demonstrates understanding of the properties of matter</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Demonstrates understanding of the properties of energy</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Describes the characteristics of mixtures and pure substances</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Distinguish between potential and kinetic energy</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Recognizes the effects of heat energy on a system</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
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<td>Recognizes the effects of heat energy on a system</td>
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<td>4</td>
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</tr>
</tbody>
</table>

**Comment:** Consistent performance

**Comment:** Pleasure to have in class

<table>
<thead>
<tr>
<th>Grade 8 Social Studies</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands and uses basic statistics</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Uses maps, charts, and graphs to interpret data</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Describes the components of transportation technologies</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Describes the components of engineering design technology</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Comment:** Pleasure to have in class

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COLLABORATIVE ASSESSMENT TOOLS

Observation  Questionnaires
Sample Analysis  Learning Environment
Task Analysis  Exhibitions
Inventories  Criterion-Reference
Probes  Tests
Checklist
Interviews
Joshua’s and Lliam’s Tics:

We have Tourette’s so what’s your problem?
SELF ADVOCACY TRAINING

Share student’s file
Sharing IEP
Showing F.A.T. City
Writing letter to teachers
Talking to teachers
Lessons Learned –
  Lessons not aligned
  Behavior
  VAKT
  Technology

Next Steps
  Tired support – not just one model
  Levels of Collaboration across grade levels
  More variety of collaboration models
  Secondary level a challenge
  More grouping patterns needed
Lessons Learned –

• Train everyone!
• Don’t waste time or energy on resistors
• Have an inclusion/collaboration Party
• Expect passing grades and high outcomes
• Expect 5 years
• Evaluate consistently forward movement
• Reward/praise success