

General Education and Special Education Working Together to Ensure Success of ALL Students

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Our Goals

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To understand...

- that a single, well integrated, effective educational system connects general, remedial, and special education.
- that a Response to Instruction (RtI) framework and 3 TIER Reading Model are both based on this integrated system.
- the roles of General Education and Special Education working together in the classroom.

The Reading Challenge

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- Of those with "specific learning disabilities," 80 percent are there simply because they haven't learned how to read. Thus, many children receiving special education—up to 40 percent—are there because they weren't taught to read. The reading difficulties may not be their only area of difficulty, but it is the area that resulted in special education placement. Sadly, few children placed in special education close the achievement gap to a point where they can read and learn like their peers. (p. 3, U.S. Department of Education Office of Special Education and Rehabilitation Services, 2002)

The Reading Challenge

■ **“Consistently, the single biggest factor affecting academic progress of populations of children is the effectiveness of the individual classroom teacher—period. The sequence of teachers that a child has will add more to their own personal academic achievement than probably any other single factor.”**

William L. Sanders, Ph.D. as cited on p. 52, U.S. Department of Education office of Special Education and Rehabilitative services, 2002

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Terms to Assist Us Today

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- NCLB
- IDEA
- IEP
- Modifications/ Accommodations
- LRE
- FAPE
- RtI

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How Do These Two Connect?

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- **No Child Left Behind (NCLB, 2001) and Reading First (RF)**

- **The reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA, 2004)**

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Statistics that Serve as the Impetus for RF and NCLB

Research tells us that:

- Eighty-eight percent of children who were deficient in word recognition skills in the first grade were poor readers in fourth grade. (Juel, 1988)
- Forty-four percent of students in fourth grade are deficient in fluency. (Pinnell, Pikulski, Wixson, Campbell, Gough, & Beatty, 1995)
- Thirty-eight percent of students in fourth grade have below basic reading skills. (Donohue, Voelkl, Campbell, & Mazzeo, 1999).

Source: CARS (2005) 7

Research tells us that:

- Students who are poor readers at the end of first grade almost never acquire average level reading skills by the end of elementary school (Francis, Stuebing, Shaywitz, Shaywitz & Fletcher, 1996; Juel, 1988; Shaywitz et al., 1999; Torgesen & Burgess, 1998).
- To diminish early reading failure, instruction must be intensive, explicit, and supportive.

Source: CARS (2005) 8

Meeting the Challenge Requires:

- a single, well-integrated system that connects general, remedial, and special education. (Batsche, Elliott, Graden, Kovaleski, Prasse, Reschly, Shrag & Tilly, 2005)
- a focus on students' progress.
- a model of prevention and not a "wait-to-fail" model.
- an educational system that considers all students as general education students first. (Batsche, Elliott, Graden, Kovaleski, Prasse, Reschly, Shrag & Tilly, 2005)

Source: CARS (2005) 9

Can our school do this?

- "The three tier model is not a program for implementation but rather a framework for thinking about RtI. The 3-tier framework is descriptive-not prescriptive."
- "The 3-tier framework can be adjusted for any research-based program and any grouping practice."

Vaughn & Wasnek, 2007

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How Do We Make Sure All of This Happens?

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- We ensure collaboration between the General Education and Special Education Teachers.
- We provide time and resources for the collaborative planning of instruction.
- We may establish a "co-teaching" relationship.

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What is Co-Teaching?

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Co-teaching occurs when general and special education teachers work collaboratively to teach students who represent a range of abilities, including students with disabilities, in the general education classroom. Effective co-teachers work together as partners. Both teachers take part in planning, teaching, and evaluating students' performance.

Bauwens, Hourcade, & Friend, 1989

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What Does it Take?

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- a variety of instructional materials

- high quality delivery of instruction with high expectations of ALL children

- various grouping formats based on needs of students and instructional purpose (Maheady, 1997)

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What is Collaboration?

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- Collaboration is the key to co-teaching. it is an interactive process that enables teachers with diverse expertise to provide quality services to students with a range of academic and social needs, including students with disabilities, in the general education classroom (Idol, Nevin, & Paolucci-Whitcomb, 2000; West & Idol, 1990).

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What is Involved in Planning Instruction?

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- having high expectations of all children
- capitalizing on each others' strengths, skills, and expertise
- problem solving and asking questions
- finding time to plan together
- Co-Teaching is most effective when teachers have a designated time to plan

McLaughlin, 1995; Scruggs & Mastropieri, 1995; Sindelar, 1995; Walther-Thomas, 1997

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What is My Role Specifically?

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- We will be looking at various grouping formats and talking about the role of the teacher.
- Many teachers use a combination of models that vary depending on students' needs and instructional goals (Bauwens, Hourcade, & Friend, 1989).

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What are Some Possible Grouping Formats?

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- Whole group
- Partners
- Same-ability small group
- Mixed-ability small group (e.g., centers)
- One on one
- Independent

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Possible Co-Teaching Models

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- Model A = One Group
- Model B = Two Heterogeneous Groups
- Model C = Two Homogeneous Groups
- Model D = Multiple Groups
- Model E = Whole Class

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Model A

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- One lead teacher
- One teacher "teaching on purpose"
- *Student grouping:* Whole class
- *Teacher roles:* One teacher takes the lead in instruction
- One teacher provides "on purpose" instruction

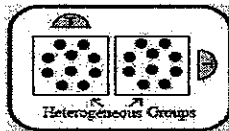


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Model B

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- Two teachers teach same content
- *Student grouping:* Two large groups
- *Teacher roles:* Each teacher instructs one group

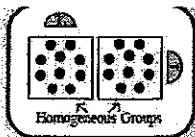


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Model C

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- Teachers teach different content
- *Student grouping:* Two same-ability large groups
- *Teacher roles:* Each teacher instructs one group

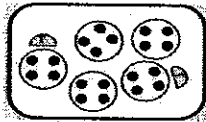


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Model D

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- Teachers monitor/teach
- *Student grouping:* Groups may be homogeneous or heterogeneous
- *Teacher roles:* Each teacher monitors and/or teaches

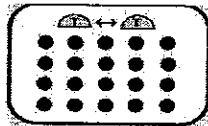


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Model E

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- Two teachers teach together
- *Student grouping:* Whole class
- *Teacher roles:* Teachers work together to teach a whole class lesson



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Things to Keep in Mind

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- Utilize different grouping formats within a co-teaching context to address the wide range of reading abilities.
- When using different grouping formats keep these questions in mind:
 - What are the advantages of grouping the students in this manner?
 - What is the instructional focus?
 - What activities will be completed?
 - What are the different strengths/skills of each teacher?

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Whole Group

Advantages	Instructional Focus	Group Formation
<ol style="list-style-type: none"> 1. Engages the teachers and students in shared learning 2. Allows for inclusion of ALL students 	<ol style="list-style-type: none"> 1. Introduction of new concepts 2. Modeling 3. Read Alouds 4. Shared Reading 5. Shared Writing 6. Speaking/performances 7. Class discussions 	<ol style="list-style-type: none"> 1. Students placed in classes based on district policy

Source: VGC (2006)

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Partners

Advantages	Instructional Focus	Group Formation
<ol style="list-style-type: none"> 1. Meets individual needs 2. Motivates students 3. Addresses social needs 4. Provides practice opportunities with continued feedback/support 	<ol style="list-style-type: none"> 1. Partner reading 2. Peer tutoring 3. Activities to practices skill and to learn concepts 	<ol style="list-style-type: none"> 1. Based on assessment data

Source: VGC (2006)

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Same-Ability Small Group

Advantages	Instructional Focus	Group Formation
<ol style="list-style-type: none"> 1. Meets individual needs 2. Allows for further scaffolding if needed 3. Provides practice opportunities with immediate feedback 4. Allows teacher to vary group membership 	<ol style="list-style-type: none"> 1. Instruction targets specific student needs 2. Allows for re-teaching 3. Extended modeling and/or scaffolding 4. Extension of concept/skills for challenging students 	<ol style="list-style-type: none"> 1. Assigned to groups of 3 to 8 with students of similar knowledge and skills 2. Based on student data

Source: VGC (2006)

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References

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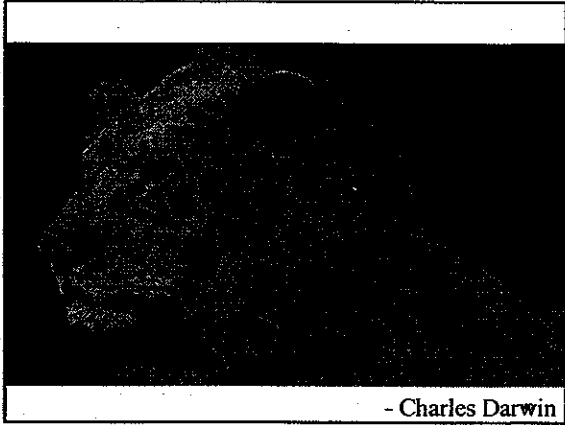
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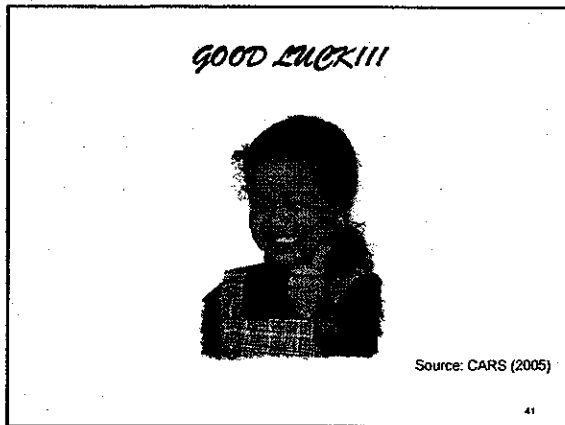
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Elementary Co-Teaching Lesson Plan Example

Ms. Mania and Ms. Summers have been co-teaching for several years. There are two students with disabilities in the class, Roger and Sandy. Here is an example of several reading lessons the teachers taught together during a unit on animals.

General Educator Ms. Mania

Special Educator Ms. Summers

Date	Lesson content	Co-teaching model	Specific teacher tasks	Materials	Evaluation	Modifications*
4/3	Literacy Discussion	Model B: Two mixed-ability groups	Teachers lead separate discussions on the class reading of <i>Charlotte's Web</i> . In each group, teachers and students write comprehension questions. Students call on volunteers to respond to their questions. Teachers interact throughout the discussions, making sure all students have a chance to ask and answer questions.	Students' copies of <i>Charlotte's Web</i> Discussion journals	-Evaluate discussion journals -Monitor participation	-Assist Roger in formulating a response to share with the class -Remind Sam to pause first to organize thoughts before responding
4/4	Literacy Groups	Model D: Three mixed-ability groups Two skill groups	Students are divided into three heterogeneous groups and two skill level groups (at their reading levels). The teachers each work with one of the two lower groups to provide explicit instruction in word analysis. The other three groups of students work independently in cooperative learning activities to complete literacy assignments.	Students' books -Reading logs	-Chart number of words decoded correctly	-Ms. M: mini-lesson on r controlled vowels -Ms. S: re-teach syllabication strategy for decoding
4/5 and 4/6	Animal Centers	Model D: Students grouped by interest (each group has chosen an animal to research)	Ms. S works at the Vocabulary center with Roger's group. She then follows his group to the <i>Animal Word Game</i> station and provides a word building mini-lesson. Ms. S remains at the word building station and provides a word building mini-lesson to Sandy's group. Ms. S monitors Sandy's participation as she plays a student-directed game with her group. Ms. M monitors the remaining groups.	-Center activities	-Monitor group work -Evaluate students work in word building	-Roger works with a partner instead of in a foursome -Sandy brings behavior contract to stations
4/7	Animal Research	Model C: Two groups: One re-teach	Ms. S works with students who are ready to begin research while Ms. M re-teaches students who need assistance to develop plans for their individual research projects.	-Step-by-step research planners	-Evaluate planners	-Julie and Sam paraphrase steps before writing -Roger uses a graphic organizer to conceptualize the final product

*Students with or without disabilities may require modifications.

Secondary Co-Teaching Lesson Plan Example

Ms. Ralla and Mr. Cane have been co-teaching for several years. There are four students with disabilities in the class: Robin, Liz, Jack and Ryan. Here is an example of several reading lessons the teachers taught together during a unit on To Kill a Mockingbird.

General Educator Ms. Ralla

Special Educator Mr. Cane

Date	Lesson content	Co-teaching model	Specific teacher tasks	Materials	Evaluation	Modifications*
4/3	Literacy Discussion	Model B: Two mixed-ability groups	Both teachers lead discussions introducing the novel <i>To Kill a Mockingbird</i> . In each group, the teacher shares a personal story about when s/he was judged unfairly. Students then share personal experiences and fill out "You can't judge a book by its cover" chart as a group. Teachers introduce the novel.	"You can't judge a book by its cover" chart	-Monitor and evaluate participation	-Remind Robin to pause first to organize thoughts before responding -Ask Jack to paraphrase teacher's story -Seat Liz near teacher
4/4	Class reading	Model E: Whole class Teaching together	Ms. R and Mr. C review prejudice discussion. Mr. C reads aloud the first chapter of the novel while students follow along in individual copies. Ms. R interjects questions about vocabulary words that may be problematic for students' comprehension. Students fill in reading logs while both teachers monitor and assist.	-Student books -Reading logs	-Monitor participation -Evaluate reading logs	-Jack and Jorge use computers to complete all written assignments -Robin works with partner to produce a joint reading log
4/5	Literacy groups	Model D: Three mixed-ability groups Two skill groups	Heterogeneous groups read Chapter 2, use discussion guides to review chapter, and then complete individual reading logs. Ms. R's group begins by discussing key vocabulary from the chapter and then reads in pairs while she monitors. She leads a discussion and students complete individual reading logs. Mr. C reviews Ch 1 with his group. They read a summarized version of Ch 2 with lower level vocabulary. Mr. C leads a discussion and students complete reading logs.	-Student books -Reading logs	-Ms. R and Mr. C work with lower skilled groups	-Mr. C: Robin, Katy, Joe, Ricky -Ms. R: Jorge, Steven, Lidio, Maria, & Kurtis
4/6	Letter writing	Model A: One group Teaching on purpose	Mr. C gives directions for a letter writing activity (letter to Scout). Mr. C monitors work while Ms. R works on fluency and decoding with three small same-ability groups (10-12 min each).	-Letter writing guide	-Record fluency progress on student charts -Evaluate letters	-Robin follows modified letter writing guide to assist her in working independently

*Students with or without disabilities may require modifications.



Co-Teaching Lesson Plan

General Educator		Special Educator				
Date	Lesson content	Co-teaching model	Specific teacher tasks	Materials	Evaluation	Modifications