

# **Models of Collaboration**

## **Unit V: Collaborations**

### **Part-1**

**Paper- Inclusive Education: Perspectives,  
Principles and Practices (CC14 A)**

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# Objectives

- Define integrated co-teaching in planning for special education services
- Compare integrated co-teaching to other models of collaboration
- Apply differentiation and models of co-teaching to module lessons from EngageNY
- Evaluate challenges of co-teaching to generate possible solutions for successful collaboration

# Integrated Co-Teaching

- Models of collaboration, including consultant teaching and integrated co-teaching, provide academic and specially designed instruction to students with disabilities in the general education setting.
- This presentation will highlight the successful use of strategies and instruction in a 5<sup>th</sup> grade integrated co-teaching classroom using the Common Core Learning Standards and EngageNY modules. The session will focus on models of support, grouping, and differentiation.

# Integrated Co-Teaching

## The What

- To provide academic and specially designed instruction in the general education setting to an integrated group of students. The responsibility for planning, delivering and evaluating instruction for all students is *shared by the general and special education teachers*.

## Continuum of Special Education Services for School-Age Students with Disabilities

## The Why

- Determination made on an individual basis
- Alternative to special class placement
- Benefit of having general and special education teachers present

# Continuum of Special Education Services for School-Age Students with Disabilities

## The How

- Does the service match the needs of the students?
- Does the service provide students appropriate access to the general education curriculum?
- Does the class size affect the student's learning needs?
- What are the effects on the quality of services?
- Does the extent of the modifications or adaptations, human or material resources needed detract from the opportunities of other students?

# Integrated Co-Teaching

## Grouping, Class Size and Caseload (Example 1)

- Students grouped based on similar needs
- Maximum number of students with disabilities on the class roster for integrated co-teaching is 12

## Challenges

- Special education teachers

## Integrated Co-Teaching (Example 2)

- Includes any student with a disability in that class regardless whether all 12 are recommended for co-teaching.
- No limit of non-disabled students, but should be greater than or equal to the number of students with disabilities

## Challenges

- Grade level students who do not fit model
- Parents of non-disabled students

# Integrated Co-Teaching vs. Consultant Teacher

	<b>Integrated Co-Teaching</b>	<b>Consultant Teacher (Direct or Indirect)</b>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>• <b><u>Provide</u></b> academic and SD instruction to integrated group of students</li> <li>• <b><u>Shared</u></b> responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Assist</u></b> SWD to benefit from general education class instruction</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>• All or part of the school day (i.e., class period)</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 2 hours per week (any combination of direct or indirect services)</li> </ul>
<b>Location</b>	<ul style="list-style-type: none"> <li>• General education classroom</li> </ul>	<ul style="list-style-type: none"> <li>• General education classroom</li> </ul>
<b>Grouping, size and caseload</b>	<ul style="list-style-type: none"> <li>• Group on similarity of needs</li> <li>• Maximum of 12 SWD</li> </ul>	<ul style="list-style-type: none"> <li>• Group on similarity of needs</li> <li>• Individual or group basis</li> <li>• Maximum of 20 students</li> </ul>

*Continuum of Services Synopsis Chart*

# Co-Teaching Approaches

- One Teach, One Observe
- Station Teaching
- Parallel Teaching
- Alternative Teaching
- Team Teaching
- One Teaching, One Drift

## Models of Co-Teaching

1. Lesson Outline
2. Instructional Strategy
3. Modifications
4. Formative Assessment



# Models of Co-Teaching Contd.

## EngageNY Grade 5 ELA Lesson

- Module 1, Unit 2, Lesson 4 – Inferring About Characters Based on How They Respond to Challenges
- <https://www.engageny.org/resource/grade-5-ela-module-1-unit-2-lesson-4>

## Challenges of Co-Teaching

- Scheduling
- Caseload
- Staffing
- Curriculum

# References

- Continuum of Special Education Services for School-Age Students with Disabilities
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- Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners* (p. 15). Alexandria, VA: Association for Supervision & Curriculum Development.