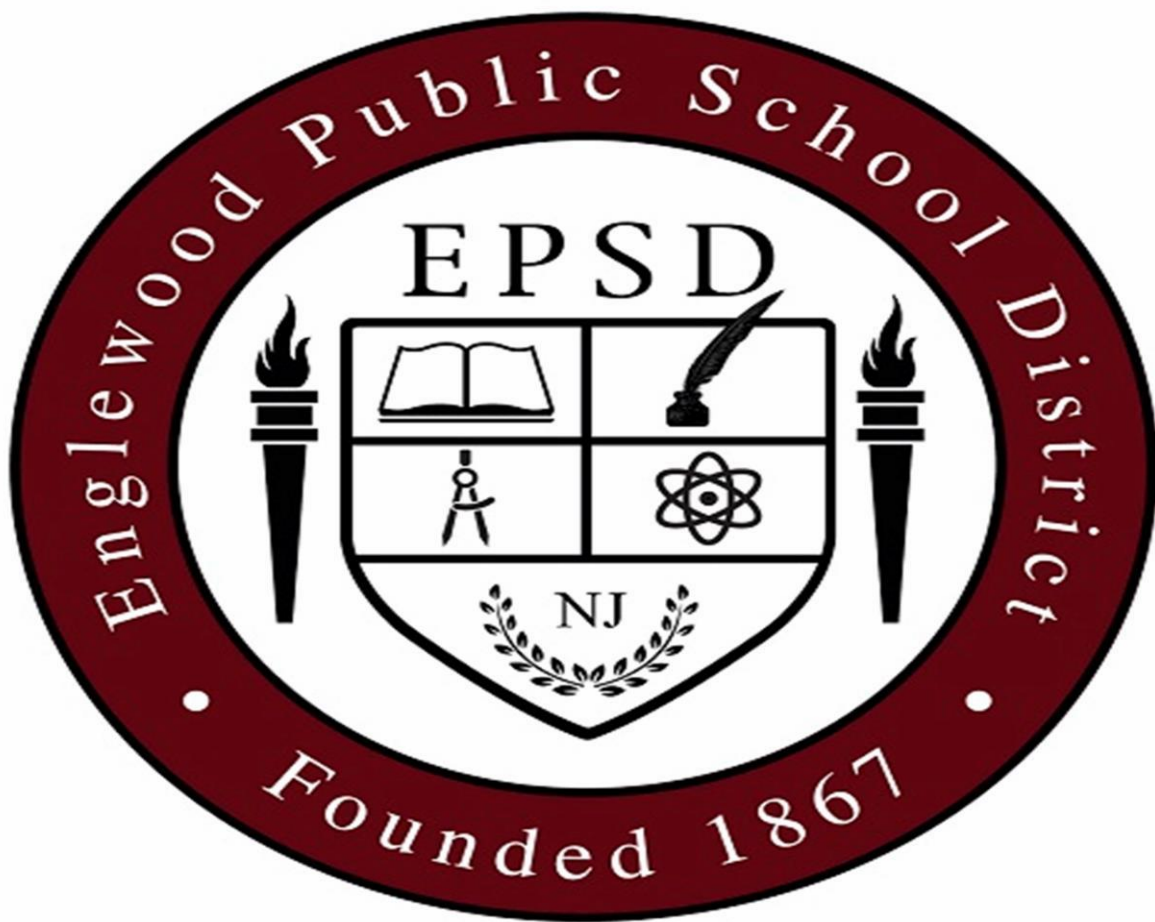


# Co-teaching for Successful Inclusive Education



# INCLUSION

IS MORE THAN A SET OF  
strategies OR practices;

..... IT IS .....


AN EDUCATIONAL ORIENTATION THAT  
embraces differences

AND VALUES THE UNIQUENESS  
THAT EACH LEARNER BRINGS TO THE

# CLASSROOM.

*"You're Going to Love This Kid!": Teaching Students with Autism in the Inclusive Classroom - brookespublishing.com*

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## **What is inclusive education?**

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high quality instruction, interventions, and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012).

The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms and in the local school community. Much of the movement is related to legislation that students receive their education in the least restrictive environment (LRE). This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of first choice for all students (Alquraini & Gut, 2012).

Successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include the physical, cognitive, academic, social, and emotional.

## **Research: Why Include?**

- Students with special needs are more likely to be retained for at least one year (26%)
- Have a lower graduation rate (41%)
- And are less likely to go to college, have less earning potential and are more likely to be involved in our penal system. Bowe (2004)

## **Benefits of Inclusion within General Education Programs**

- Higher test scores on standardized tests in reading and math
- Fewer absences from school
- Fewer referrals for disruptive behavior
- Better outcomes after high school in the area of employment and independent living
- Time spent engaged in the general education curriculum is strongly and positively correlated with math and reading achievement for students with disabilities
- Students with intellectual disabilities that were fully included in general education classrooms made more progress in literacy skills when compared to students served in special schools.
- Students without disabilities made significantly greater progress in reading and math when served in inclusive settings.

Wagner, M., Newman, L., Cameto, R., Levine, P. and Garza, N. (2006). An Overview of Findings From Wave 2 of the National Longitudinal Transition Study-2 (NLTS2). (NCSE 2006-3004). Menlo Park, CA: SRI International.

Cole, Waldron, & Majd: Cosier, Causton- Theoharis & Theoharis, 2013

Dessemontet, Bless & Morin, 2012

Cole, et al., 2004

Inclusion is not simply about physical proximity. It is about intentionally planning for the success of all students.

[thinkinclusive.us](http://thinkinclusive.us)



Copy and paste below into your web browser to view a 2-minute presentation on co-teaching:  
[http://www.teachertube.com/viewVideo.php?video\\_id=123004](http://www.teachertube.com/viewVideo.php?video_id=123004)

### **Advantages for the Co-teachers:**

- Mutual learning, growth and appreciation for each other's areas of expertise.
- Having another teacher with whom you can share ideas and plan. Increased opportunities to reach/meet the needs of ALL students. More time to focus on instruction.
- Exposure to a vast array of students with varying abilities.
- More time to learn, share and utilize various learning strategies. More time to assist students.
- Increased generalization of skills for students with special needs. Content specialist and a learning specialist in the classroom.
- Additional support for students who need organizational strategies!
- Positive behavior role models for students with learning/behavioral problems may mean a decrease in behavior problems-peer pressure!
- Spend more time and energy in assisting students to develop motivation, effort, and responsibility for their own learning.
- Professional growth and greater personal satisfaction!

## Advantages for ALL Students:

- More time spent working cooperatively, learning content, and understanding students with different abilities.
- Strong emphasis on learning skills, organizational responsibility and preparedness.
- Diverse learning techniques and teaching techniques available. Advantage of two personalities instead of just one!
- More contact time with teachers for school and personal issues. Unique learning needs met to the greatest extent possible.
- Improved self-esteem.
- Opportunities for leadership and growth within the least restrictive environment.



Copy and paste below into your web browser to view a video of co-teachers discussing what works for them in the co-teaching classroom:

<https://youtu.be/jxb0UX7IYDI>

### ***What do the students have to say after a year in a co-taught classroom?***

“I liked having different opinions and perspectives, different lessons taught in different ways and extra help.” –Fifth grader at Frances Hazel Reid

“I learned twice as much.” –Fifth grader at Frances Hazel Reid

“Some advantages of having two teachers are: you get stuff done faster, you have more than one opinion of how to do it, and when one is absent, you will still have the other one.” –Fifth grader at Frances Hazel Reid

## **Inclusion, Co-Teaching, Access to the General Curriculum**

Although educators use co-teaching and inclusion synonymously, they are actually two very distinct concepts. The following definitions provide a common understanding of terminology.

***Inclusion is a belief system that values diversity and fosters a shared responsibility to help all students to reach their potential.***

According to Villa and Thousand (2005, p.3) an inclusive belief system requires schools to create and provide “whatever is necessary to ensure that all students have access to meaningful learning. It does not require students to possess any particular set of skills or abilities as a prerequisite to belonging.” In inclusive environments, placement considerations and decisions regarding the delivery of supplementary aids and services are based on student data to assure that the needs of the student are the primary consideration.

Highly inclusive schools may offer some services in separate settings. Schools that describe themselves as having “full inclusion” are often referring to where students sit rather than to the beliefs of the educators providing services.

Co-teaching is a “service delivery option, a way to provide students with disabilities or other special needs the special instruction to which they are entitled while ensuring that they can access the general curriculum in the least restrictive environment...[It] is one way that students in inclusive schools may receive their services” (Friend, 2008, pp. 12-13).

During instruction, educators assume different roles as they move between different co-teaching configurations to meet specific learning objectives and student needs efficiently. Access to the general curriculum is a legal requirement that emphasizes the importance of aligning instructional expectations with enrolled grade level content standards mandated of all students.

## **Definition of Co-Teaching**

Co-teaching is a learning environment in which two or more certified professionals share the responsibility of lesson planning, delivery of instruction, and progress monitoring for all students assigned to their classroom. As a team, these professionals share the same physical classroom space, collaboratively make instructional decisions, and share the responsibility of student accountability (Friend, 2008, p. 4).

Co-teachers share a common belief that each partner has a unique expertise and perspective that enriches the learning experience; together they provide opportunities for students to learn from two or more people who may have different ways of thinking or teaching. They work together to achieve common, agreed-upon goals.

Paraprofessionals are not included in the definition of co-teaching because their roles are to provide instructional support. The paraprofessional is not accountable for student achievement and is not equal in licensure as certified professionals.

### **Co-Teaching is NOT**

- **Teachers teaching alternating subjects;**
- **One person teaching while the other makes materials or grades student work;**
- **One person teaching a lesson while the others sit, stand, and watch without function or assignment;**
- **When one person's ideas determine what or how something should be taught; or**
- **One person acting as a tutor.**

Villa, Thousand, and Nevin (2004, p. 2)

## Purpose of Co-Teaching

Today's classrooms have students with a diverse range of abilities and needs that bring unique challenges to teaching in a standards-based learning environment. Co-teaching brings together two or more certified/ licensed professionals who can use their expertise to design rigorous learning experiences tailored to meet the unique needs of all students. For example, general educators may have specific expertise in the areas of curriculum and instruction, classroom management, knowledge of typical students, and instructional pacing. Special educators may have additional expertise in the areas of differentiating instruction, monitoring progress, understanding learning processes, and teaching for mastery.

Just as students have different learning preferences, teachers have different teaching styles. Co-teaching provides students with opportunities to learn in environments that model collaboration, demonstrate respect for different perspectives, and utilize a process for building on each other's strengths to meet a common goal. In effective co-teaching classrooms, teachers model and support these skills to create collaborative learning environments that are results-driven and standards-based.



Team  
WORK  
makes THE  
DREAM  
WORK

## **EPSD Co-Teaching Approaches**

Co-teaching can look different from classroom to classroom. **As co-teachers compare student needs and abilities to the instructional objective for a particular lesson, they must decide the best way to structure both teaching and learning.**

The Englewood Public School District approves the following **five (5)** co-teaching approaches:

- 1. Station Teaching**
- 2. Parallel Teaching**
- 3. Alternative Teaching**
- 4. Teaming**
- 5. One Teaching, One Assisting**

# 1. Station Teaching



Station Teaching allows teachers to work with small groups. Teachers begin by dividing the content into three segments and grouping students so that one-third of the students begin with each part of the content. Two groups are teacher-led and the third group works independently. During the lesson, the students rotate through the “stations” until they complete all three sections of the content. This approach is beneficial because it allows teachers to create small group activities that are responsive to individual needs.

## 2. Parallel Teaching



Parallel Teaching provides opportunities for teachers to maximize participation and minimize behavior problems. When teachers use this approach, they divide the class in half and lead instruction with both groups. In this approach, teachers form groups to maximize learning. Student grouping should be flexible and based on students' needs in relation to expectation(s) being taught. Students benefit from working in smaller groups and receiving instruction from only one of the teachers.

### 3. Alternative Teaching



Alternative Teaching allows teachers to target the unique needs of a specific group of students by using student data to create an alternative lesson. During instruction, one teacher manages the large group while the other teacher delivers an alternate lesson, or the same lesson with alternate materials or approaches, to a small group of students for a specific instructional purpose.

## 4. Teaming



Teachers using Teaming share the responsibility of leading instruction. While their roles may shift throughout the lesson, the key characteristic is that “both teachers are fully engaged in the delivery of the core instruction” (Friend, 2008).

## 5. One Teaching, One Assisting



**One Teaching, One Assisting** places one teacher in the lead role while the other functions as a support in the classroom. The teacher in the supportive role monitors student work, addresses behavior issues, manages materials, and assists with student questions. *Teachers must use caution when using this approach to avoid a learning environment in which the general educator provides all instruction and the special educator serves as an assistant.* According to Friend (2008, p. 17), “professionals should be actively involved in all aspects of the instructional process . . . they should *not* be functioning like paraprofessionals.” While there may be instances in which this approach may meet an immediate student need, over-use can negatively affect the collaborative benefits that co-teaching provides.

## Considerations for Implementing Co-Teaching in the Classroom

As with any relationship, building a co-teaching partnership takes time. As teachers work together, they build trust and establish a structure in which both teachers can work smoothly. According to Gately and Gately (1997), there are three stages that co-teachers experience as they develop their relationship.

In the **Beginning Stage**, teachers communicate about instructional issues, but remain somewhat guarded in their interactions. In the classroom setting, teachers continue to separate students and materials. Even though they are co-teaching, a “yours and mine” approach is usually evident. In the area of curriculum, the special educator may be unfamiliar with the content or methodology of general education. As a result, the general educator may initially take a lead role. Finding time to plan instruction may become a challenge because programs may be driven by standards, textbooks, and tests. The special education teacher may be viewed as a “helper.” As teachers work on planning instruction, they focus on preparing lessons for their own students. Initially, one individual is viewed as the “teacher” and the other as the “helper” or “behavior enforcer.”

In the **Compromise Stage**, teacher communication is more relaxed, open, and interactive. They begin to share the physical space and materials. As they begin to develop confidence in both curriculum and differentiated instruction, both teachers start to see more ways to modify and demonstrate “give and take” in planning and lesson delivery. In the area of instructional presentation, the teachers begin to incorporate mini-lessons to provide clarifications of strategies. Both teachers work together to develop rules and work together to implement behavior plans. Finally, co-teachers at this stage begin to explore a variety of evaluation measures.

In the **Collaborative Stage**, co-teachers begin using more nonverbal communication and nonverbal signals to coordinate their efforts in the classroom. Students move in and out of flexible grouping configurations, and whole-group instruction is more evident. Both teachers can be observed presenting, instructing, and structuring learning activities. Both teachers are involved in classroom rules and routines, and they use a variety of assessments to monitor student understanding.

## **Establishing Co-Teaching Relationships**

In order to begin building relationships and create a team, both teachers must have a common understanding of co-teaching and share a vision for student achievement and collaboration. Teachers often possess different teaching styles, aspirations, attitudes, expectations, and abilities to adapt to change. The first step to bring two professionals into a shared space should involve conversations about each teacher's preferences. There are many reflective inventories available that ask teachers to rate or describe various aspects of teaching, such as student expectations and classroom routines, and to identify any issue that they consider to be "non-negotiable." The teachers generally complete the surveys separately, then come together to discuss their responses. When areas of disagreement arise, co-teachers can mutually decide how best to proceed. While some aspects may not be immediately addressed, being able to identify these areas can help teachers navigate through their new relationship. The critical components related to creating a successful co-teaching relationship are maintaining open communication and building trust. Most importantly, using inventories or other strategies to structure discussions enables differences to be raised and addressed before they become classroom problems or sources of conflict.

Some co-teaching and collaboration issues for discussion may include:

- Having a shared belief/vision regarding co-teaching;
- Finding a planning time and using it effectively;
- Deciding how to address specific student needs during co-teaching;
- Determining how to resolve conflicts with co-teaching partners;
- Exploring the six approaches of co-teaching (how/when to implement them);
- Establishing classroom routines and behavior management;
- Articulating student expectations (performance and procedures);
- Sharing teaching styles and preferences; and
- Determining grading procedures and accountability.

## **Tip for Co-Teachers: Make sure the world—and this includes the students—knows you are a team!**

- Make sure both teachers are viewed as equal partners in the classroom;
- Make sure both teachers' names are on the door (or, at least, on the board);
- Ensure all parent correspondence and the class syllabus include the names of both teachers; and
- Introduce the teachers as a team.

Some teacher and administrator materials that include co-teaching inventories and other valuable planning documents may be downloaded from the co-teaching section of the K8 Access Center website, [www.k8accesscenter.org](http://www.k8accesscenter.org).

## **Co-Teaching: Tips for Starting Off on the Right Foot**

Effective co-teachers combine several elements: a shared, unwavering belief that a teacher's primary responsibility is to help every student succeed; knowledge and skills for effectively teaching diverse learners; recognition that two teachers, with different but respected points of view, can generate more ideas for reaching students than a teacher working alone; and a commitment to success that blends flexibility and a sense of humor with a strong allegiance to the partnership. Of course, it takes time to develop exemplary co-teaching, and the first step is beginning the school year on a positive note. Here are suggestions for doing just that:

As soon as you learn who your co-teaching partner will be, reach out to that individual, suggesting a meeting prior to the start of the school year, even if that option has not formally been arranged by your administrator.

Before teaching, discuss what each of you considers non-negotiables—those beliefs that are most important to you as a teacher. If some of the items conflict (e.g., general educator believes she should deliver all curriculum but special educator disagrees; special educator believes he should work exclusively with students with disabilities but general educator disagrees), it is important to reach an agreement before facing students. Be sure to address instruction and behavior/classroom management.

Discuss how introductions will be handled on the first day with students. How will it be communicated to students that you have parity in the classroom, even if one of you is not there at all times?

Create a relatively detailed lesson plan for the first day with students, one that includes grouping students and has both teachers assuming an active teaching role.

Plan out the first week of lessons, extending the conversation about the first day to grouping strategies and teaching responsibilities.

Discuss several “what ifs:” What if one of us makes a mistake during teaching? What if one of us is concerned about something the other person says to students? What if one of us dislikes the way a particular instructional or behavioral issue was addressed during class?

Begin a conversation on other important matters including grading student work, the system for evaluating the work of students with disabilities (e.g., avoiding a grade penalty when accommodations are made), report card grades, options both of you (or one or neither) are comfortable with for accommodating diverse student needs.

Discuss teaching chores and how they will get done (e.g., duplicating, lab set-up). Set up several times during the first month of school when you will touch base regarding instruction, behavior, and your partnership.

Spend a few minutes getting to know each other as professionals and people—it will help the process of becoming comfortable as teaching partners.

## **Identifying Student Needs**

The culture of a co-teaching classroom should meet the academic, behavioral, social, and emotional needs of all students. In order for this to occur, teachers need to be familiar with the unique needs of all students and should be familiar with each student’s individual education program (IEP) before the first day of class. This allows time for teachers to identify any necessary supports or procedures and have them in place so students are successful the first day of class and feel a sense of community with their peers and teachers. The well-intentioned preference of some general educators to not know which students have IEPs in order to avoid bias causes a serious problem. Without knowing about students’ special needs, appropriate supports cannot be put into place.

Some questions co-teachers should consider to meet students’ needs are:

- Do students’ IEPs include behavior plans? If so, what are the target behaviors and supports necessary to address them?
- Do any students have challenging physical or cognitive abilities that may require specialized supports or services? If so, what are they? What additional information is needed? Is additional training or support needed?

- Do students' IEPs include any accommodations or modifications? If so, how can instruction best be tailored for the students and efforts documented?
- Do any of the students need social or emotional support? If so, how can the co-teachers create nurturing, supportive learning environments?

## **Evaluating the Program: The Co-Teaching Relationship and Effectiveness**

On-going communication and program evaluation are critical keys to co-teaching relationships. Throughout the year during planning, co-teachers should talk about the “health” of the co-teach relationship, celebrate successes, and identify potential barriers and areas for improvement. At least annually, the campus may elect to use a reflective evaluation tool to determine the effectiveness of the co-teaching program.

### **EPSD Lesson Planning**

General and Special Education teachers will have access to one another's Genesis Lesson Plans. The General Education teacher is responsible for the lesson plan based on the NJLS and EPSD curriculum. The General Education teacher will share his/her lesson plan with the Special Education teacher via Genesis.

Genesis Lesson Planner will have two (2) new text fields created to be completed by the special education teacher.

1. Co-teaching
2. Accommodations/Modifications

The Special Education teacher will then document the co-teaching technique(s) used for the lesson and the accommodations/modifications for each student (using student's initials) as per each student's IEP.

### **EPSD Grading and Attendance**

Special Education students are listed on a separate roster in Genesis and are assigned to the Special Education teacher. The Special Education teacher will record attendance and calculate all grades for the special education students on his/her roster. **Students' grades are to be**

**calculated in accordance with each student's IEP. The expectation that if the student's IEP is followed with fidelity that the student will be successful.**

According to O'Connor (2007), teachers should avoid common pitfalls that distort the accuracy of grades, such as:

- Don't include student behaviors (effort, participation, adherence to class rules, etc.) in grades; include only achievement.
- Don't reduce marks on "work" submitted late; provide support to the learner.
- Don't organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/learning goals.
- Don't assign grades based on student's achievement compared to other students; compare each student's performance to pre-set standards.
- Don't leave students out of the grading process. Involve students; they can—and should— play key roles in assessment and grading to promote achievement. The use of rubrics for students to assess their own work can be helpful in getting students involved in grading.
- Student grades should always be determined using curriculum-based measurements. When determining how to monitor progress and report grades, co-teachers must have a clear understanding of what is being evaluated, the unique needs of all students, and how evaluation data should be collected.

## **EPSD Academic Support**

Each Special Education teacher has an Academic Support period with his/her students that is designed to provide additional time for the review and reinforcement of the general education curriculum; supplemental instruction in support of individual students' needs for study and organizational skills; and extended time for testing and assignments, etc. Some Special Education teachers have an Academic Support class that meets 5 days per week, others may have the class meet less than 5 days per week based on the uniqueness of the students' schedules. Academic Support is an ungraded course. The Special Education teacher will document all work completed for Academic Support in Genesis Lesson Planner after the fact—not in advance.

## EPSD Student Growth Objectives



[https://www.state.nj.us/education/genfo/faq/faq\\_eval.shtml#sgo](https://www.state.nj.us/education/genfo/faq/faq_eval.shtml#sgo)

**Q: I am the Special Education teacher in an inclusion class. Should the general education teacher and I have the same SGO?**

A: This is one of few cases where teachers may have identical SGOs. If you both have the same students, teach the same material, and use the same assessments, it makes sense to develop and apply the same SGO. In cases where this type of collaborative relationship is not present, teachers may set different SGOs.

**Q: How many SGOs must teachers set?**

A: Teachers who will receive median Student Growth Percentile (mSGP) scores (4th-8th-grade Language Arts and 4th-7th-grade Mathematics teachers of at least 20 separate students with valid SGP scores) must set one or two SGOs; this number is determined by the superintendent. Teachers who will not receive SGP scores - including 8th-grade math teachers - must set two SGOs. Since many class rosters change throughout the year, a teacher's student population may begin above 20 but drop below that number during the year. Thus, districts might consider requiring any teacher of **25 or fewer total students** to set two SGOs. If the population is particularly mobile, districts might consider two SGOs for teachers of less than 30 (or more) students.

## EPSD SGO Guidelines for Special Education Teachers

- If assigned to inclusion for math and/or language arts, use the same SGO as the general education math and/or language arts co-teacher.
- If assigned to resource room for math and/or language arts and inclusion for social studies and science, then set SGO for resource room courses.

# If one, then the other...

<b>If one of you is doing this:</b>	<b>The other can be doing this:</b>
Lecturing	Modeling, note taking on the board or projection system, ensuring “brain breaks” so students can process information
Taking attendance	Collecting and reviewing last night’s homework; introducing a social or study skill
Passing out papers	Reviewing directions; modeling the first problem on the assignment
Checking for understanding with large, heterogeneous group of students	Checking for understanding with a small, heterogeneous group
Circulating, providing one-on-one support as needed	Providing direct instruction to whole class
Prepping half the class for one side of a debate	Prepping the other side of the class for the opposing side of the debate
Facilitating silent activity	Circulating and checking for understanding
Providing large group instruction	Circulating, using proximity control for behavior management
Running last minute copies or errands	Reviewing homework, previewing a study skill or test taking strategy
Re-teaching or pre-teaching with a small group	Monitoring large group as they work independently
Facilitating sustained silent reading	Reading aloud quietly with a small group; pre-viewing upcoming information
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Creating basic lesson plans for standards, objectives, and content curriculum	Providing suggestions for modifications, accommodations, and activities for diverse learners
Facilitating stations or groups	Also facilitating stations or groups
Explaining a new concept	Conducting role play or modeling the concept, asking clarifying questions
Considering modification needs	Considering enrichment opportunities

Chart adapted from: “Tips and Strategies for Co-Teaching at the Secondary Level: by Wendy Murawski and Lisa Dieker, Teaching Exceptional Children, May/June 2004, p. 57.

# Nine Types of Adaptations

<b>Size</b>	<b>Time</b>	<b>Level of Support</b>
<p>Adapt the number of items that the learner is expected to learn or complete.</p> <p>For example: Reduce the number of social studies terms a learner must learn at any one times.</p>	<p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p>For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p>Increase the amount of personal assistance with a specific learner.</p> <p>For example: Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</p>
<b>Input</b>	<b>Difficulty</b>	<b>Output</b>
<p>Adapt the way instruction is delivered to the learner.</p> <p>For example: Use different visual aids, plan more concrete examples, provide hands-on activities, place students in cooperative groups.</p>	<p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p>For example: Allow the use of a calculator to figure math problem; simplify task directions; change rules to accommodate learner needs.</p>	<p>Adapt how the student can respond to instruction.</p> <p>For example: Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands-on materials</p>
<b>Participation</b>	<b>Alternate</b>	<b>Substitute Curriculum</b>
<p>Adapt the extent to which a learner is actively involved in the task.</p> <p>For example: In geography, have a student hold the globe, while others point out locations.</p>	<p>Adapt the goals or outcome expectations while using the same materials.</p> <p>For example: In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.</p>	<p>Provide different instruction and materials to meet a student's individual goals.</p> <p>For example: During a language test, one student is learning computer skills in the computer lab.</p>

*Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

## Working Toward a Commitment...

Directions: As a team, discuss and make decisions regarding responsibilities in the following areas. Please note, these will change as teacher/student needs change.

Team Building Topics	Comments
Contact information exchange	
What are the classroom expectations/rules?	
What do we agree upon as far as student movement, hall passes, talking, etc?	
How will we handle classroom management/discipline?	
How will we organize/review paperwork? (e.g., IEP, Child Study, 504, observations)?	
What are our rules for leaving the room during class? (Teachers/Students)	
Student grading and philosophy (what is graded and which scale is used)	
Who is responsible for grading and entering grades, report cards?	
What are our homework policies/procedures?	
What are our plans for contacting parents?	
How will we insure that teachers are viewed as equals in the classroom?	

## Video Resources

***Please watch the videos below at your convenience. Copy and paste into your web browser to view.***

The Power of Inclusive Education

<https://www.youtube.com/watch?v=Tzl8eSK7aIA>

Inclusion: Ruby's Story

<https://youtu.be/sXgRoWNQnoY>

The power of inclusive education | Ilene Schwartz | TEDxEastsidePrep

<https://youtu.be/ZIPsPRaZP6M>

Inclusive Practices in Your Classroom

[https://youtu.be/oosRVmZa\\_zg](https://youtu.be/oosRVmZa_zg)

Co-Teaching Model for Special Education

<https://youtu.be/8pIe6CZX6PM>

Co-Teaching Part 1

[https://youtu.be/uLvVLe\\_kZys](https://youtu.be/uLvVLe_kZys)

Co-Teaching Part 2

<https://youtu.be/qUolkA4U4Ko>

Special Education and Regular Education: Working Together

<https://youtu.be/jlc1ZU-P8jc>

Successful Co-teaching: Keys to Team Development (Part 1 of 3)

<https://youtu.be/r5kxv69N-MY>

Successful Co-Teaching: Keys to Team Development (Part 2 of 3)

<https://youtu.be/xX9oBsHCTyk>

Successful Co-teaching: Keys to Team Development (Part 3 of 3)

<https://youtu.be/jY-rH4izoUI>

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- Deiker, L. A. (2006) *The co-teaching lesson plan book* (3rd ed.). Whitefish Bay, WI: Knowledge by Design.
- Education Service Center, Region 20 and the Texas Education Agency  
Access Center-co-teaching handbook/resources: [www.k8accesscenter.org](http://www.k8accesscenter.org)
- Considerations Packet: Co-Teaching, T/TAC W&M, 1-800-323-4489 or download packets on co-teaching and a number of other topics at: <http://education.wm.edu/centers/ttac/resources/considerations/index.php>
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- <https://education.cu-portland.edu/blog/classroom-resources/inclusive-education>
- KU/Dr. Suzanne Robinson's training/resource website on co-teaching: <http://www.powerof2.org>
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- Utah's Co-Teaching Handbook provides further detail:  
<http://www.ped.state.nm.us/seo/library/qtrly.0404.coteaching.lcook.pdf>
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My teacher  
thought I was  
smarter than I  
was – so I was.

Six-year-old