



Briefcase Two:
Inclusion Collaboration
for Middle and High School

June Stride, Ed.D.



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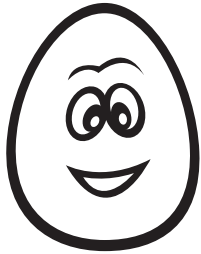
Briefcase Two: Inclusion Collaboration for Middle and High School

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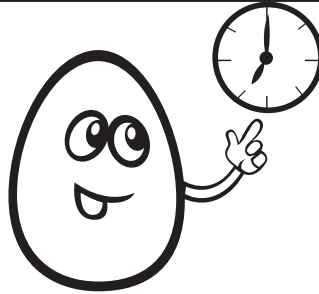
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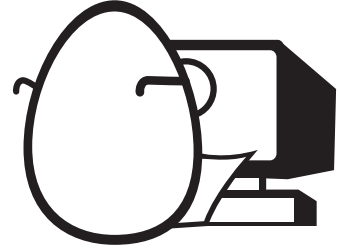
GROWING THE CO-TEACHING RELATIONSHIP 2



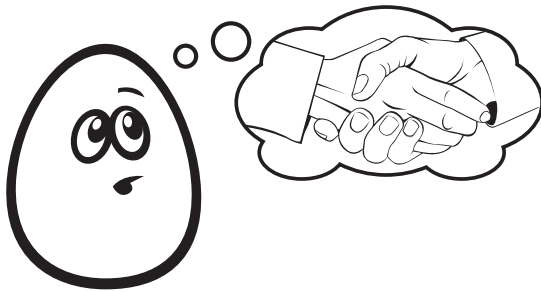
Smile!



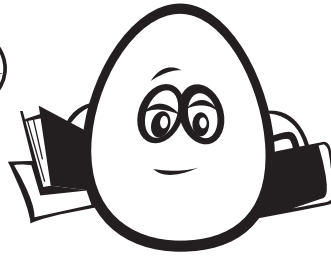
Arrive Early



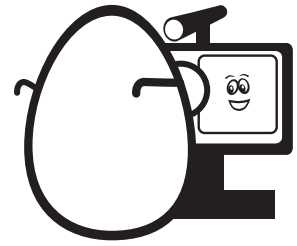
Over Plan



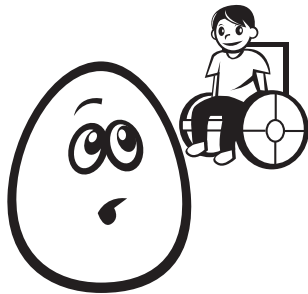
Treat Teachers
with Respect



Do More Than Your Part!



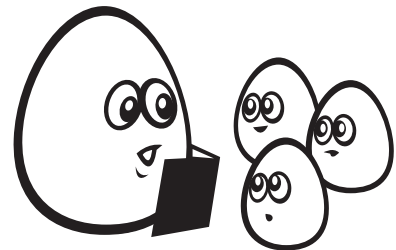
Meet to Plan Regularly



Focus on the
Needs of All Students



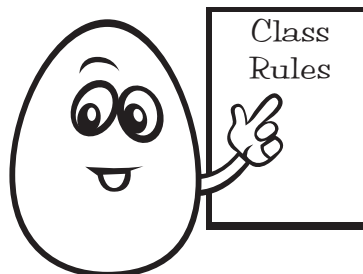
Follow Through on
All Commitments



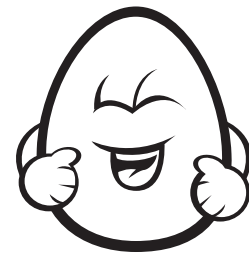
Fill in When
Co-Teacher is Absent



Agree on Teaching Tasks



Agree on The Essentials



Laugh at Yourself!

THE DAILY DOZEN!

Growing the Co-Teaching Relationship

Dear Teachers,

Inclusion co-teaching relationships are in many ways similar to new marriages, complete with a 'honeymoon period'. The real challenge of any relationship, marriage, or co-teaching, comes when the novelty of the honeymoon wears off and the real life problems intervene.

It probably comes as no surprise that in teaching there is a direct relationship between the success of the collaborative relationship and the success of the inclusion endeavor. Let this section of Briefcase 2 help you maintain and grow your collaborative relationship so that your students thrive. The tried and true TIPS and guides that follow have been developed to assist you in that effort.

Sincerely,

June

Growing the Co-Teaching Relationship

HARMONIOUS AND EFFECTIVE CO-TEACHING

tip!

Keeping the Collaboration Running Smoothly

There is a circular correlation between collaborative success, student success and healthy collaborative relationships. In order to have the first two, you must work toward the last!

tip!

A Collaborative Weekly Evaluation Guide

Evaluation and success are intertwined. Know what works and why. Know what doesn't work and modify.

tip!

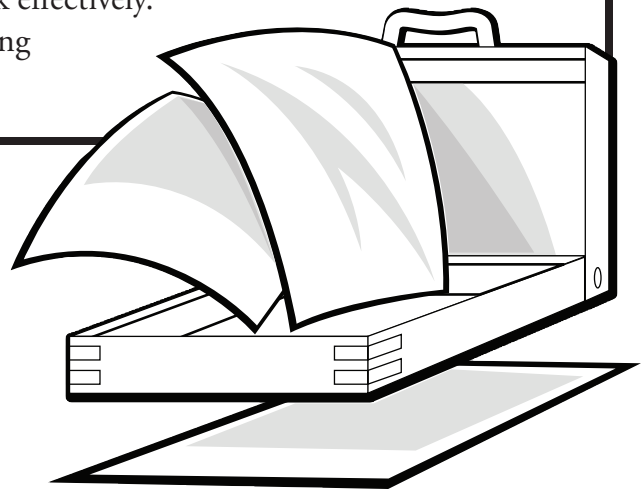
Collaboratively Agreed Upon 'How-To' Student Guide

Everyone needs to know what is expected of themselves and of each other. Clarifying expectations allows students and collaborators to focus on specifics.

tip!

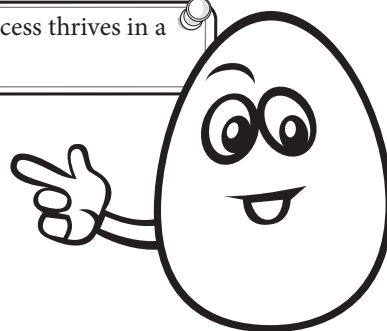
Internet/Web and Print Resources for Co-Teaching

Save time. Save energy. Think smart. Work effectively.
Utilize tried, true and successful co-teaching strategies of others.



KEEPING THE COLLABORATION RUNNING SMOOTHLY

Consider these TIPS to nourish your collaboration. Success thrives in a happy, trusting environment.



The Daily Dozen



- ☐ 1. Smile. Put fun into your teaching.
- ☐ 2. Build trust with your collaborator(s) by your regular and punctual attendance. If possible, arrive early to set up and prepare for students.
- ☐ 3. Over-plan and over-prepare for collaboratively decided upon lessons.
 - Develop thoughtful and appropriate materials.
 - Secure and set up the necessary AV equipment.
 - Be certain that you are a master of the topic of the lesson.
 - Consider using your lesson plans as an action log for the collaborating team. Check off who assumed responsibility for the different aspects of lessons. Make quick notes directly on your plans regarding strategies and techniques that were particularly successful or unsuccessful.
 - Use your lesson plans to stimulate discussion when you come together to evaluate your collaboration, student response and performance.
- ☐ 4. Treat your co-teacher(s) with courtesy and respect both in and out of the classroom.
- ☐ 5. Do more than your share, voluntarily. Remember that a tiny seed of thoughtfulness can reap a harvest of good will.
- ☐ 6. Determine a mutually convenient time for lesson planning, this is essential. Try e-mail and/or video or audio conferencing.
- ☐ 7. Keep the planning time focused and professional.
 - Focus on the needs of all students.
 - Thoughtfully include the students with special needs in all plans.
- ☐ 8. Follow through on your commitments.
- ☐ 9. Be prepared to assume full responsibility in the event of your co-teacher's absence.
- ☐ 10. Clearly delineate and agree on co-teaching tasks.
 - Be flexible enough to make any adjustments necessary.
 - If preferred, rotate some routine chores or let particular skills and talents help in deciding how and what will be done.
- ☐ 11. Agree on the essentials:
 - the behavioral expectations (yours, your co-teacher(s) and students),
 - the academic expectations,
 - initial evaluation criteria (yours, your co-teacher(s) and students) and
 - what responsibilities you will share and how you will share them.
- ☐ 12. Lighten up. Admit your own mistakes. Laugh at yourself. Smile more. Enjoy teaching. Enjoy your co-teacher(s). Enjoy all of your students. They will happily return the pleasure!

WEEKLY EVALUATION GUIDE FOR COLLABORATORS

Evaluate collaborative progress informally and continually. On a weekly basis use this guide to help improve your efforts to objectively discuss your collaborative work.

1 = Strongly Agree 2 = Agree 3 = Unsure 4 = Disagree 5 = Strongly Disagree



	1	2	3	4	5
The inclusion lessons were well planned.					
Instruction in the class was collaboratively agreed upon.					
The co-teaching styles worked well together. (Why/why not/ when?)					
The special education teacher modified instruction to meet student needs.					
The special education teacher modified materials to meet student needs.					
Modifications and planning were appropriate to all students.					
Communication with students was fair, appropriate and effective.					
There was consistency in dealing with rules and enforcement of discipline. We worked together on classroom management.					
The general and special educators communicated differences and concerns in a constructive manner.					
Team members were flexible in adjusting assignments, curricular planning and instructional strategies.					
The team projects a coordinated and positive feeling about inclusion.					

At this time, what are the strong points of our collaborative effort?

At this time, what are the weak points of our collaborative effort?

At this time, how can our team better prepare, accomplish curricular objectives and work more effectively?

In what ways could our co-teaching styles be more effective?

COLLABORATIVELY AGREED UPON 'HOW-TO' STUDENT GUIDE

Don't assume that students, co-teachers, and/or paraprofessionals know the classroom rules, regulations, and expectations. Collaborating team members should agree on procedures and then share them with students.

Here is a 'How To' guide of expectations for this class. As we review procedures, complete the phrase at the left by finishing the sentence in the box at the right. Please sign and have your parent or guardian sign to signify that the procedures are understood.

Scenario	Expectation
When I enter class, I should	
After I have completed the above (#1), while I wait for the teacher to begin the class, I should/may	
If I am late to class, I should....	
If homework is due, I should ... Include where/when/how it should be submitted.	
If I have to use the restroom, I should	
If I have neglected to complete a class assignment or homework, I should	
If an emergency requires me to leave the classroom, I should	
My work will be graded on the following criteria....	
My homework assignment will be posted	
If I want to hand in a make-up or extra credit work, I should	
If I am absent for a test, I should	
If I need extra help, I should	
<i>Please feel free to write any questions or comments!</i>	

Date: _____

Student signature: _____

Parent/guardian signature: _____

WEB AND PRINT RESOURCES FOR COLLABORATION

- Cook and Friend (1995). What are some ways regular and special educators can work together effectively? Focus on Exceptional Children, v28(3).
- Dicker, Lisa. Co-teaching lesson plan book. Available through Council for Exceptional Children at <http://www.cec.sped.org>.
- Driver, Barbara L. (Summer 1996). Where do we go from here? Sustaining and maintaining co-teaching relationships, LD Forum, v21(4) p29-32.
- French, N. (Jan-Feb, 2000). Taking time to save time: Delegating to paraeducators. TEACHING Exceptional Children, v32(3) p79-83.
- Keller, B. (2003). Spotlight shining on over-looked paraeducators. Education Week, v23(40) p10-11.
- Mahoney, Michael (Apr 1997). Small victories in an inclusive classroom. Educational Leadership, v54(7) p59-62.
- Morefield, John (1998). Seattle, WA: New Horizons/or Learning, Restructuring Education: Recreating Schools for All Children.
- Ripley, Suzanne (July 1997). Washington, DC: Collaboration between General and Special Education Teachers, Eric Clearinghouse on Teaching and Teacher Education.
- Stride, June (2004). Verona, WI: IEP Resources: Practical Strategies for Including High School Students with Behavioral Disabilities.
- Stride, June (2005), Verona, WI: IEP Resources: Practical Strategies for Including Elementary Inclusion Students with Behavioral Disabilities.
- The MASTER Teacher (February, 1997). Managing Paraprofessionals in the Classroom, v28 (23).
- US Department of Education (2004). No Child Left Behind: A Toolkit for Teachers. Call 1-877-433-7827 or e-mail your request to edpubs@inet.ed.gov
- Warger, C. (2002-3). Supporting paraeducators: A summary of current practices. ERIC/OSEP Digest, NE642.



Websites

- Educational Resource Information Center, ERIC is a national information system funded by the US Department of Education's Institute of Education Sciences to provide access to up to date educational information. <http://www.eric.ed.gov/>
- Wright's Law, <http://www.wrightslaw.com> A respected special education and the law site. Many resources to help answer your questions.
- Florida Inclusion Network site shares inclusion ideas and resources. <http://www.rushservices.com/inclusion>
- National Information Center for Children and Youth with Disabilities (NICHY). <http://www.nichcy.org/index.html> A free federally funded information clearinghouse on special education services and resources. Call 1-800-695-0285