

## The changing roles of teachers- models of effective collaboration:

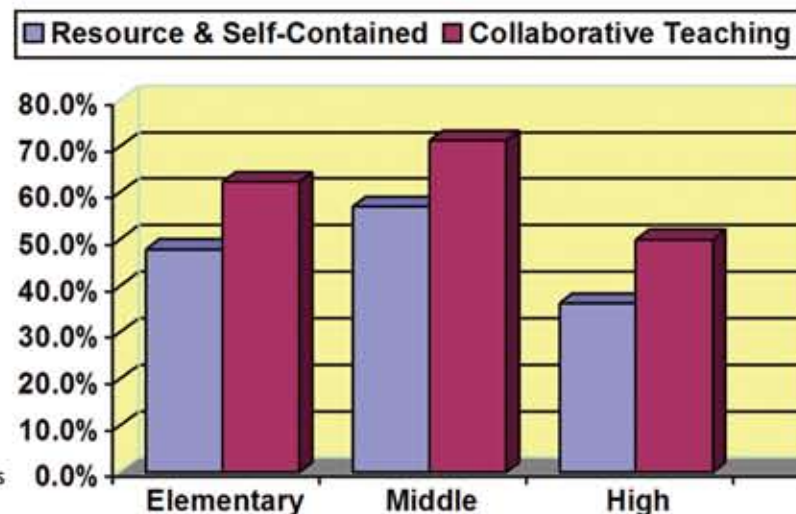
**Support Facilitation:** Ms. Quintana is an elementary school special education teacher. She comes in to Mrs. Abraham's regular third grade class during the guided reading portion of the reading block. During this time, Ms. Quintana reads with a small group of students with **and** without disabilities who are performing below grade level. When guided reading time is over, Ms. Quintana moves to the fourth grade math class to assist Mr. Ellis during a direct instruction lesson. She uses math manipulatives to model concepts for the whole class, including four students with various disabilities. Support facilitation is similar to co-teaching, but both the planning and teaching **time** may vary depending on student needs during specific instructional activities. Ms. Quintana may take on the role of co-teacher **and** support facilitator. For example, she may co-teach for an entire third grade reading block, then provide support facilitation services during **portions** of two fourth grade math classes, as well as a fifth grade writer's workshop. With support facilitation, both teachers plan for curricular and behavioral supports to **continue** after the special education teacher leaves the classroom.

**Co-Teaching:** Mrs. Jackson, a high school special education teacher, co-teaches with Mr. Edwards, a ninth grade general education math teacher, for the entire Algebra I class period. Over a third of the 25 students in their class have difficulty with the math curriculum: four have disabilities, five are performing well below grade level in math, and one is enrolled in an ESOL program. Mrs. Jackson makes sure the students with disabilities have the curricular and behavioral supports they need. But in a natural extension of this effort, other students needing additional support benefit from the special teaching strategies she employs. The two teachers meet **regularly** to plan lessons and blend their expertise to provide effective instruction for all the students. Although Mr. Edwards remains the content area specialist, he is picking up new strategies to help students in his other classes. Both teachers are pleased that collaborative planning and teaching is making a difference for the entire class.

### Collaborative Teaching Works!

This graph shows the use of ESE service delivery models and the percentage of schools making AYP during Hillsborough County's 2004-2005 school year.

Source: Hillsborough County Public Schools



## How you can support effective collaborative teaching:

- ❖ Develop a team to learn about and implement inclusive models:
  - Choose your team members carefully:
    - Start with teachers who have high status with their peers.
    - Recruit teachers **before** the school year begins!
  - Have special and general education teachers **volunteer** to work together.
  - Enlist a facilitator to guide team(s) through data analysis, planning, and problem-solving.
- ❖ Provide incentives for staff to collaborate:
  - Involve teachers in analyzing and interpreting student data.
  - Offer flexible or paid time for shared planning **throughout** the year.
  - Consider a floating sub to provide class coverage on a regular basis.
  - Acknowledge efforts and results.
- ❖ Model flexibility, risk-taking, and team problem-solving:
  - Send weekly e-mails to monitor and encourage progress.
  - Participate in planning, scheduling, and problem-solving sessions.
  - Expect and respond to staff frustration or disappointment.
  - Prepare to listen and take action!
- ❖ Provide necessary resources:
  - Locate appropriate curricular materials.
  - Offer a variety of collaborative, professional development opportunities (e.g., study groups, workshops, online learning).
  - Ask for advice from outside experts (FIN, university faculty, etc.)
- ❖ Communicate high expectations for **all** students and adults.
- ❖ Be open to new possibilities and ideas—**there is no one recipe, only vital ingredients!**
  - Attend to teams on a regular basis—keep the focus on **students!**
  - Conduct classroom walk-throughs—look for evidence of effective **collaboration.**

**Don't do this alone!**

**Your FIN Facilitator can provide ongoing assistance and essential resources for you and your school!**

