

Best Practices for Collaborative Teaching

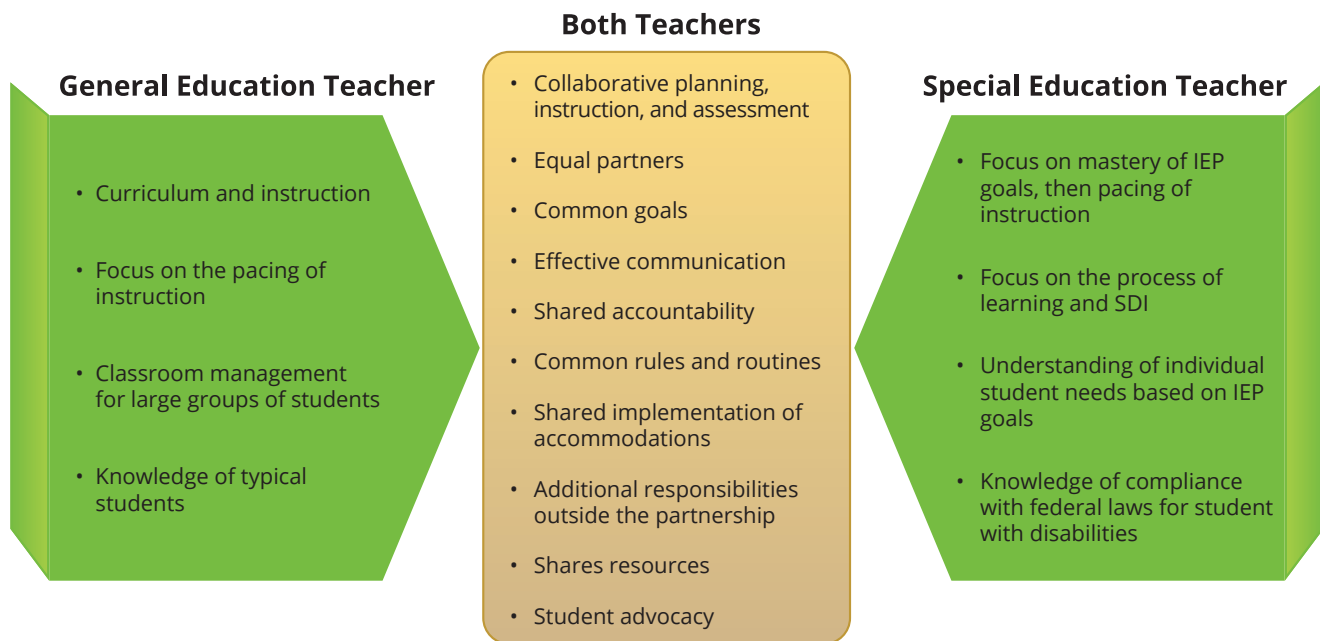


Collaboration is a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal (Friend & Cook, 2017). It starts with the belief that what is done together can be better than what each could do alone, and includes the growth of trust, respect, and a sense of community (Friend, 2019). This concept is true for all students but is particularly important when collaborating to provide Specially Designed Instruction (SDI) to students with disabilities (SWDs) in general education settings.

Why Should General Education and Special Education Teachers Collaborate?

- IDEA and section 1003.57, Florida Statutes, both require access to general education curriculum for SWDs.
- Teachers and schools are accountable for the achievement of all students.
- Direct services for SWDs are provided in the least restrictive environment, and for most, this is in the general education classroom.
- Most students with IEPs, and many without, will need varying degrees of additional support to progress in the general education curriculum.

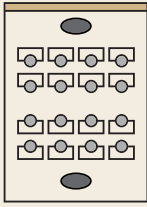
Roles and Responsibilities of General and Special Education Teachers



Decide Together How You and Your Teaching Partner Will:

- Set aside time for common planning and problem-solving.
- Explain your classroom organization to parents, students, and administrators.
- Define student expectations for assignments, homework and make-up work.
- Carry out assessment and instruction.
- Manage the classroom: physical set up, rules, discipline, and noise.
- Protect student and teacher confidentiality.
- Manage your individual pet peeves.
- Support and encourage each other.

Embedding Specially Designed Instruction (SDI*) Into Collaborative Approaches




Parallel Teaching

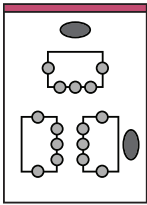
The classroom is divided in two. Each teacher works with a group of students teaching the same concept or skill.

Recommended Usage: Frequently

Example: Mrs. Wallace and Dr. Zurowski divide the class into two groups. Both teach a lesson on text structure. Mrs. Wallace uses a long story and asks the students complex questions. Dr. Zurowski uses a different and shorter passage with a small group of students who are struggling. At the end of the teaching session, the whole class discusses both passages and their meanings.



 [Watch Video](#)



Station Teaching

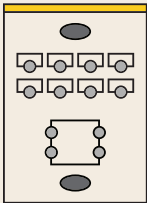
The class is divided into three groups. Each station has differentiated work. The students rotate through each station depending on the amount of time the two teachers set.

Recommended Usage: Frequently

Example: Mrs. Tomlinson and Mrs. Wallace use station teaching for a reading comprehension lesson. Mrs. Tomlinson leads one group through higher-order thinking questions. Mrs. Wallace has students re-read a passage to answer factual questions. A third station is made up of students who are independently completing an assignment on the passages.



 [Watch Video](#)




Alternative Teaching

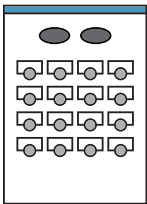
One teacher works with the large class, and one teacher works with a flexible small group for remediation, enrichment, or other purposes.

Recommended Usage: Occasionally

Example: Mrs. McAllister reviews a story with the whole group, while Dr. Zurowski previews vocabulary with a flexible small group.



 [Watch Video](#)



Teaming

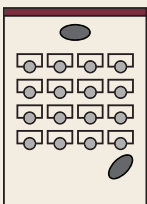
Two teachers facilitate the lesson interjecting new information to the students.

Recommended Usage: Occasionally

Example: Dr. Zurowski and Mrs. McAllister co-present a lesson to introduce a new story. They take turns with the information, with Dr. Zurowski giving the story overview and Mrs. McAllister leading students in the use of guided notes. Both teachers observe students carefully to assist with formative assessment measures.



 [Watch Video](#)

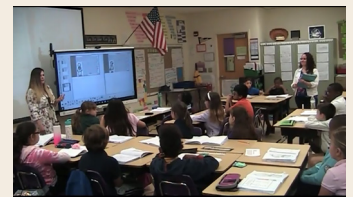



One Teach / One Assist or One Teach / One Observe


One teacher presents the lesson, while one teacher assists students, or purposefully collects data on skills.

Recommended Usage: Seldom

Example: Dr. Zurowski collects data on specific students' conversational interactions to measure IEP goals. Later in the lesson, Mrs. Tomlinson teaches a writing lesson to the class while her teaching partner, Dr. Zurowski, provides individual assistance to struggling students.



 [Watch OT/OA Video](#)

 [Watch OT/OO Video](#)