

Collaborative Teaching Practices

What is “collaboration”?

- Collaboration refers to a team teaching approach. In the school setting, this includes a General Education Teacher & a Learning Specialist or Highly Qualified Paraprofessional

- Collaboration also includes working with related services providers such as Speech Pathologists, Occupational Therapists, Physical Therapists, Guidance Counselors, etc.

Collaboration Models

➤ Lead Teacher Collaboration Model

- The General Education teacher provides the Tier 1 instruction for all students in all subject areas
- The Learning Specialist works with students after Tier 1 instruction is provided to provide specially designed instruction (Tier 3) and any needed modifications
 - Modifications to the curriculum should only be done for students on the alternative assessment track

➤ Learning Centers Collaboration Model

- Each teacher is responsible for instruction within a certain area of the room
- Students are placed into groups that rotate through each center for instruction
- Typically used more at the lower elementary level for student's whose instruction is delivered in a more play- or center-based instructional model (Pre-K, KG)

➤ Pull-Out Collaboration Model

- Must be documented within a student's IEP as it relates to students being removed from the general education setting
- Can be done in various spaces within the school setting (i.e resource room, science lab, lounge area, etc.) as long as both students with and without disabilities are included within the group

➤ **Team Teaching**

- Involves general education and special needs teachers working together simultaneously to teach a classroom of students
- Learning Specialists & General Education Teachers both provide differentiated instruction to students with IEPs and general education students as needed

➤ **Consultation Model**

- Minimal instruction is provided by a Learning Specialist
- The Learning Specialists provides guidance to the regular education teacher on how to differentiate instruction and corresponding activities to meet the student's needs

Roles of the Learning Specialist & the General Education Teacher

➤ **General Education Teacher**

- Develop & implement weekly lesson plans for all students (Tier 1 instruction)
- Monitor & evaluate progress of all students after Tier 1 instruction (indicates the need for Tier 2 instruction in specific skill areas)
- Maintain communication with necessary team members (parents/guardians, Learning Specialists, related service providers, administrators, etc.)
- Work alongside Learning Specialists and Paraeducators to determine what type of collaborative instruction will occur

- This includes Tier 1 instruction & Tier 2 (small group instruction) for **all** students
- Ensure understanding of accommodations required by a student's IEP or 504 plan
 - Certain accommodations are available to **all** students, but accommodations in IEPs & 504 plans are **required** to be implemented by all personnel who work with a student
 - See table below
- Collaborate with the special education teacher as to the role and assignments of both students with a disabilities and/or the paraprofessional

➤ Learning Specialist

- Develop, understand, and implement student's IEPs in the appropriate setting(s) as indicated by the IEP
- Develop & support general education teachers & paraeducators with data collection when necessary
 - Learning Specialists are required to collect & analyze data collected, and report progress towards IEP goals every 4.5 weeks (interims & report cards)
- Explain accommodations for students with IEPs to general education teachers and paraeducators
- Maintain communication with necessary team members (parents/guardians, Learning Specialists, related service providers, administrators, etc.)
- Support general education teacher with Tier 2 instruction (when available) & provide Tier 3 instruction to students with IEPs (geared towards instruction for IEP goals)
- Develop Tier 3 lesson plans based on IEP goals
- Provide accommodations for students with IEPs and/or 504 plans
- Provide modifications of instruction & activities for students on the alternative assessment track

Accommodations

This is **not** a comprehensive list of accommodations for the classroom and testing

All Students	Students with IEPs
<ul style="list-style-type: none"> ❖ “Chunking” of assignments; reduce number items presented at one time ❖ Outline and/or highlighted copies of notes ❖ Small group testing setting ❖ Flexible seating ❖ Seating away from distractions and/or in the front/back of the classroom ❖ Check for understanding of directions ❖ Verbal & nonverbal cues to remain on task ❖ Use of a timer ❖ Extended time (typically does not exceed 2 in-person school days but should be based on student needs) ❖ Breaks during work 	<ul style="list-style-type: none"> ❖ Audio/Read Aloud of assessments ❖ Multiple test sessions (must be paper-pencil if exceeding 2 days for Math & Reading, 1 day for Science & History) ❖ Calculator accommodations (non-calculator portions of assessments) <ul style="list-style-type: none"> ➤ Multiplication chart/arithmetic tools ➤ Hand held calculator vs DESMOS ❖ Large print/braille ❖ Specific math aids ❖ Noise reduction supports <p>*<u>All</u> staff that work with students with IEPs must implement accommodations outlined</p>

	*All accommodations listed for SOLs should be implemented on Benchmark assessments
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****There are many other good teaching practices that should be available to ALL students with or without formal documentation such as an IEP or a 504 plan.**