



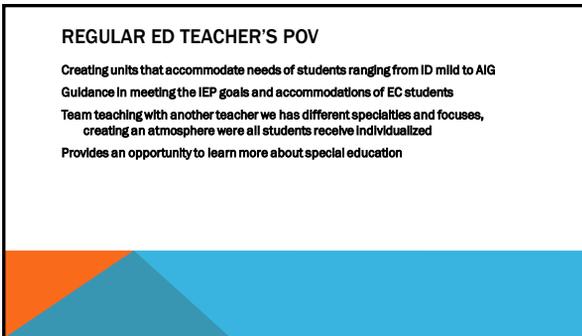
WHAT DOES INCLUSION LOOK LIKE?

SIX EXAMPLES OF INCLUSIVE TEACHING - PROPOSED AND ORIGINALLY EXECUTED BY DR. MARILYN FRIEND.



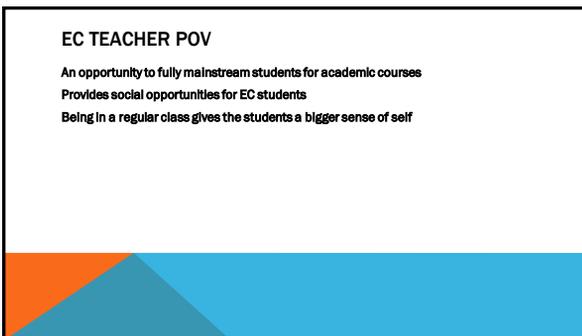
REGULAR ED TEACHER'S POV

Creating units that accommodate needs of students ranging from ID mild to AIG
Guidance in meeting the IEP goals and accommodations of EC students
Team teaching with another teacher we has different specialties and focuses, creating an atmosphere were all students receive individualized
Provides an opportunity to learn more about special education



EC TEACHER POV

An opportunity to fully mainstream students for academic courses
Provides social opportunities for EC students
Being in a regular class gives the students a bigger sense of self



ONE TEACH, ONE OBSERVE

One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. The teachers should take turns teaching and gathering data, rather than assuming that the special educator is the only person who should observe.



<http://quizlet.com/37617385/co-teaching-flash-cards/>

"Co-Teaching Approaches." Co-Teaching Connection. Marilyn Friend, Inc., 2007. Web. 10 Feb. 2015.

OUR EXAMPLE: ONE TEACH, ONE OBSERVE

MRS. MARCELA TEACHES GRAMMAR

- Review the eight parts of speech

MRS. HOLLAR TEACHES QUOTATION ANALYSIS

- Teach the analysis of quotations

2. STATION TEACHING

In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.



<http://www.edweek.org/eds/articles/2011/10/13/01coteach.h05.html>

"Co-Teaching Approaches." Co-Teaching Connection. Marilyn Friend, Inc., 2007. Web. 10 Feb. 2015.

4. ALTERNATIVE TEACHING

In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.



"Co-Teaching Approaches." Co-Teaching Connection. Marilyn Friend, Inc., 2007. Web. 10 Feb. 2015.

<http://www.edweek.org/ew/articles/2012/11/26/13cooperate.h2.html>

OUR EXAMPLE: ALTERNATIVE TEACHING

MRS. HOLLAR TEACHES VOCABULARY

- Introduce vocabulary via a graphic visual presentation
- Mrs. Marcela observes lesson and later reviews using the frayer model, which reinforces the words and their definitions
- Vocabulary tests are modified to accommodate all students

MRS. MARCELA TEACHES POETRY

- Introduce literary terms relating to a particular poem
- Give poet's background relating to a specific poem
- Read it and apply vocabulary
- Mrs. Hollar helps to relate to other literature and real life experience.
- Groups are split and different poems are presented to the groups.

5. "TEAMING" OR TEAM TEACHING

In teaming, both teachers share delivery of the same instruction to a whole student group. Some teachers refer to this as having "one brain in two bodies." Others call it "tag team teaching." Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers' styles.



http://i.sugd.excent.com/wp-content/uploads/2011/10/co-teaching_classroom2.jpg

"Co-Teaching Approaches." Co-Teaching Connection. Marilyn Friend, Inc., 2007. Web. 10 Feb. 2015.

OUR EXAMPLE: TEAMING TO KILL A MOCKINGBIRD

Both Mrs. Hollar and Mrs. Maroela read aloud

Both identify literary terms

Both make connections to other pieces of literature and real life

Both lead in class discussions

6. ONE TEACH, ONE ASSIST

In a final approach to co-teaching, one teacher would keep primary responsibility for teaching while the other teacher circulated through the room providing unobtrusive assistance to students as needed. This should be the least often employed co-teaching approach.



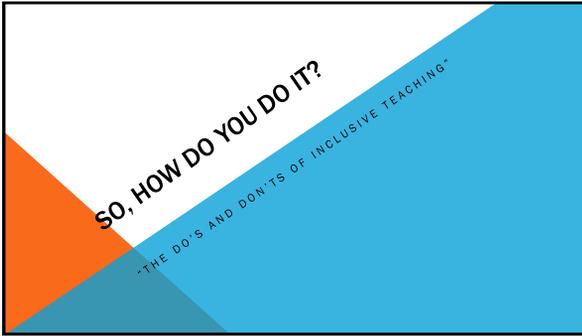
"Co-Teaching Approaches." Co-Teaching Connection. Marilyn Friend, Inc., 2007. Web. 10 Feb. 2015.

<https://geovisions.org/wp-content/uploads/summer-teach-02.jpg>

OUR EXAMPLE: ONE TEACH, ONE ASSIST CHARACTER SKETCH

Mrs. Hollar gives instructions on how to complete the character sketch

Mrs. Maroela works 1-on-1 with students, guiding them through their introductions and the remainder of their essays



SCENARIOS FROM EC:

- Start a new semester and the administrator tells you, the EC teacher, to go tell the regular teacher that you are going to be doing a co-taught class.
- You are an EC teacher and you are asked to grade an entire set of papers (all students)...what is your response?
- You're an EC teacher and a regular education student asks you to justify one of their grades on their report card. Do you do it or do you direct them to the regular teacher?
- You are in a regular class and you witness and volatile exchange between the regular teacher and a student in the class. The student is written up and subject to punishment for this exchange, although the teacher was involved as well....how do you handle it?
- The administration goes to great lengths to provide a common planning period for you and the regular education teacher, but the reg teacher refuses to meet. No co-planning gets done.
- You report to your co-taught classroom on the first day and the regular education teacher says she is not a team player and she's not including you in the planning and delivery.
- You are an EC teacher, who has given a different way of solving a problem. The reg teacher jumps on you in front of all the students. What now?

....FROM REGULAR TEACHER

- You're a brand new language arts teacher and you find out you are working with a veteran English teacher, who has many years of experience. How do you use them as an asset to your learning of this new curriculum?
- Start of the semester as a regular teacher, and you are told you will be teaching a co-taught class with the EC teacher, how do you handle it?
- There is a specific skill you, as the reg teacher, that is not a strength. How do you go about including your EC teammate into ensuring that this skill is delivered?

THINGS YOU SHOULD DO:

- Make sure both teachers know they are co-teaching prior to the opening of school (this doesn't always happen)
- Discuss roles of each teacher prior to opening of school
- Familiarize yourself with the academic needs of each EC student in the regular class (as prescribed by the IEP)
- Interact with all students—both regular and EC
- Try to arrange some time for co-planning
- Familiarize yourself with state curriculum
- Treat each other so that students understand you are both teachers—not teacher and assistant
- Assist each other with clerical work as that is part of a teacher's job description
- Whenever possible, let the other know when you are going to be absent from class

THINGS YOU SHOULD NOT DO:

- Become a full-time assistant
- Be critical of each other
- Try to take over each other's duties
- Invalidate each other's personal space
- Have verbal disagreements in front of students
- Change grades without discussion (this applies more to the special education teacher)
- Alter academic schedule without informing the other

RESOURCES

"Co-Teaching Approaches." Co-Teaching Connection. Marilyn Friend, Inc., 2007. Web. 10 Feb. 2015.
