Edward R. Murrow High School

ICT Handbook

Co-Teaching:
Building Common Understandings and Partnerships
# Table of Contents

Introduction to Co-Teaching........................................................................................................................................ 2

ICT Principles: Learning on the Diagonal & Fairness................................................................................................. 3

Co-Teaching Defined.................................................................................................................................................. 5

The Six Approaches to Co-Teaching.......................................................................................................................... 6

Understanding a Rationale for Co-Teaching.............................................................................................................. 11

A Teachers’ Model for Co-Teaching.......................................................................................................................... 12

Six Steps to Successful Co-Teaching......................................................................................................................... 15

Beginnings ............................................................................................................................................................... 18

Classroom Matters for Co-Teaching......................................................................................................................... 19

Potential Issues....................................................................................................................................................... 20

Teacher Actions During Co-Teaching........................................................................................................................ 21

Instructional Practices in the Co-Taught Classroom.................................................................................................. 22

Grouping Students.................................................................................................................................................... 24

Universal Design for Learning (UDL)....................................................................................................................... 27

The Co-Teaching Planning Process.......................................................................................................................... 28

PNA Common Planning Form................................................................................................................................... 29

Workshop Model Lesson Planning Template for Differentiating............................................................................ 30
Building Common Understandings & Partnership

Co-teaching has become a popular strategy for accomplishing the requirements of the No Child Left Behind (NCLB) and the Individuals with Disabilities Education Improvement Act (IDEA) (e.g., Friend & Cook, 2007; Weiss, 2004; Wilson, 2005). Although some schools are just beginning their exploration of this service delivery option (Mastropieri et al., 2005; Villa, Thousand, & Nevin, 2004), others have already established their programs and are refining and evaluating their efforts (e.g., Idol, 2006). Even in programs that have been in existence for a number of years, questions often still exist, including those related to the research base for co-teaching’s effectiveness is judged.

The purpose of this handbook is to facilitate a shared understanding of and establish common practices around Integrated Co-Teaching (ICT) at Edward R. Murrow High School. The co-teaching practices included will help to create and sustain strong professional partnerships that foster student success. In addition, several common co-teaching challenges, including arranging and effectively using shared planning time, are addressed.

Objectives:

- Review core concepts that define and characterize co-teaching as a service delivery option for students with disabilities.
- Outline the goals of co-teaching classrooms, placed in a context of inclusive schooling.
- Discuss the roles and responsibilities of each professional in the co-teaching partnerships, including ways to establish parity in the classroom and describe these roles to students.
- Discuss the need for and use of common planning time as one of the most persistent dilemmas related to co-teaching.
- Explain effective strategies for addressing disagreements that may occur between co-teachers.
- Reflect on one’s own co-teaching practice and how to refine it to improve student outcomes.
A foundational DL model, which borrows from Geisler’s (1994) model for academic literacy, calls for teaching and learning “on the diagonal” (Figure 2.1). The idea is that developing deep conceptual knowledge in a discipline requires using the habits of thinking valued and used by that discipline. To develop strategic and powerful discipline-specific habits of thinking, one needs to be directed by one’s content knowledge. So for students to develop literacy in a particular discipline, they need to grow on these two dimensions simultaneously. “Learning on the diagonal” means using content-specific habits of thinking to develop understanding of the conceptual content of each discipline.

This means that teachers must be able to teach on the diagonal. As we said earlier, teachers must have content expertise – the conceptual knowledge and the habits of thinking of their disciplines – and the pedagogical content knowledge to understand how to scaffold students’ learning on the diagonal. The DL framework outlines ways teachers can support their students’ development of disciplinary literacy by organizing instruction so that classrooms function as apprenticeships in a discipline. The model helps teachers understand that students need to do the problem solving in order to develop conceptual understanding.

Taken from: Content Matters: A disciplinary Literacy Approach to Improving Student Learning by Stephanie McConachie & Anthony R. Petrosky
A hallmark of inclusive schools is consistency of practices. Optimally, this consistency extends across an entire school. Remember, if inclusion is embraced in only one classroom, then the child may wind up the victim of a disjointed education, one that changes as the philosophy of the teacher or school changes (Dieker, 2001).

**FAIRNESS**

One of the most important practices at the core of an inclusive school relates to the concept of fairness and what constitutes fairness. Fairness means that all students will get what they need. This definition may make things look different and unbalanced according to our current paradigm, but it is the basis for ensuring that all students have their individual needs met through a process that carefully assesses what they need in order to be safe and successful. Stated differently, _fairness is not sameness_. This issue has to be addressed not only with students but with the entire school community: all general and special education staff, including all support and clerical staff who interact with the students in any way and, of course, parents and families. It is especially critical for co-teachers to have a mutual understanding and agreement on the definition of fairness. The premise that fairness is not sameness must become part of the school-wide culture and part of the culture of every inclusive classroom. Above all, in inclusive schools fairness is not open for negotiation.

---

**Prescription for Learning in an Inclusive School**

---

**ERM’s CARE Mission and Vision**

Providing the CARE that all students need and deserve to be COLLEGE READY, CAREER READY, and LIFE READY.

...because at Edward R. Murrow High School, we CARE about our students!

---

Taken from: [Demystifying Secondary Inclusion: Powerful School-wide & Classroom Strategies](https://example.com), by: Lisa Dieker, Ph.D.
Co-Teaching Defined

As true of many concepts in the field of education, co-teaching has been defined in a number of ways. Some individuals consider any arrangement with two adults assigned to a classroom to be co-teaching, even when one of the individuals is a paraprofessional or parent volunteer. A more accurate and useful definition of co-teaching includes these elements:

**Co-teaching is a service delivery option.**
- Co-teaching exists as a means for providing the specialized instruction to which students with disabilities are entitled while ensuring access to general curriculum in the least restrictive environment with the provision of supplementary aids and services.

**Two or more professionals with equivalent licensure and employment status are the participants in co-teaching.**
- Co-teaching is based on parity. When paraprofessionals or other adults assist in classrooms, the contribution is valuable, but it is appropriately considered support rather than co-teaching.

**Co-teachers share instructional responsibility and accountability for a single group of students for whom they both have ownership.**
- Both educators contribute to instruction as part of co-teaching. Perhaps the most significant re-conceptualization critical for co-teaching is the notion of a two-teacher classroom rather than a one-teacher classroom with “help” available from the other teacher.

**Co-teaching occurs primarily in a shared classroom or workspace.**
- Although instructional reasons sometimes exist for physically separating students and teachers, co-teaching usually involves multiple activities occurring in one place.

**Co-teachers’ specific level of participation may vary based on their skills and the instructional needs of the student group.**
- Especially in middle and high school when special educators are co-teaching in subjects in which they have had limited professional preparation, their skill and comfort for contributing to initial instruction may take time to develop. In such situations, care must be taken by co-teachers to outline roles and responsibilities so that both professionals do have meaningful roles capitalizing on their strengths.

**Integrating Co-Teaching with the Foundational Model of Teaching / Learning on the Diagonal**

One of the most powerful aspects of co-teaching is the ability to pair a content expert with a teacher who is an expert in pedagogical strategies. In the co-teaching model (especially in high school), the general education teacher is the content expert and the special educator is the expert in pedagogical strategies. When planning a unit or lesson collaboratively, the combination of the two teachers can help ensure that lessons are not only differentiated to meet both content standards and specific student needs, but also are planned to ensure student learning to occurs on the diagonal.
The Six Approaches to Co-Teaching

There are six approaches to co-teaching, as identified by Marilyn Friend that can be used in the collaborative and co-taught settings. Although Friend only refers to co-teaching, these approaches to instructional groups are appropriate for both the collaborative and co-teaching models of services. This module will use the terminology identified by Friend to describe the various approaches. However, there are many other terms used in the literature to describe the various co-teaching approaches.

The six co-teaching approaches are:

- One teach / one observe
- One teach / one assist
- Team teaching
- Station teaching
- Parallel teaching
- Alternative teaching

Over the years, Marilyn Friend has revised some of her thoughts about the approaches to co-teaching. She now states that the one teach/one observe and one teach/one assist approaches are often more pre co-teaching approaches and the remaining approaches are more effective and efficient in providing instruction to students. There are several ways to group students in class. **Reducing the pupil/teacher ratio is the fundamental factor for efficient and effective co-teaching.**

The co-teaching approaches are designed for both whole class and small group instruction. The one teach / one observe, one teach / one assist, and the team teaching approaches are designed to be used during whole group instruction, while the remaining approaches – station teaching, parallel teaching and alternative teaching – are designed to reduce the teacher/pupil ratio in order to provide instruction in the small group format.

**Descriptions:**

1. **One Teach/One Observe:**

   When utilizing the one teach/one observe approach of co-teaching, one teacher is providing the instruction while the other teacher is observing and collecting data on students. The data can be used for instructional and behavioral planning for future lessons and for specific students. When first beginning to co-teach, this is often a way to learn the procedures and teaching styles of co-teaching partners.

   **Pros to 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. Additionally, this model doesn’t require teachers to take any risk in terms of trust or possible conflict; with this approach teachers have specific roles.

   **Cons to one teach/one observe:**

   This approach can be ineffective if the special education teacher is simply floating around the room versus observing student behavior or understanding of the content in order to make instructional or behavioral adjustments. In addition, although one teach/one observe is one of the easiest approaches to use, if it is used too often the teacher collecting data could be viewed as a paraprofessional.
An example to illustrate the one teach/one observe approach:
In a pre-algebra class, one teacher is presenting the new concept for the day. The other teacher is walking around the room observing all students and taking data regarding which students are on-task, taking notes and appearing to understand the material. The observations are then used to choose students who require additional instruction in a small group during the group work portion of the lesson.

2. One Teach/One Assist:
The next approach to co-teaching is one teach/one assist. With this approach, one teacher is keeps the primary responsibility for managing classroom instruction and the other teacher circulates through the room providing unobtrusive assistance to students one-on-one as needed.

Research has demonstrated that group instruction of three to one is as effective as one-on-one instruction. The goal is for co-teaching to be both effective and efficient, so when you are providing one-on-one assistance to a student there may be other students sitting, waiting for help. Remember to think about being efficient as well as being effective.

Pros to one teach/one assist:
The one teach / one assist approach can be used any time. It allows the teacher to focus on the students’ goals and objectives.

Cons to one teach / one assist:
One teach / one assist often gives the picture to the students that one teacher is a paraprofessional or helper. According to Marilyn Friend, this is no longer considered a true co-teaching approach, but rather a pre co-teaching approach. It should be the least often employed approach.

An example to illustrate the one teach / one assist approach:
One teacher covers the day’s content. The second teacher quietly moves around the room assisting students that raise their hands, monitoring IEP objectives, or implementing individual behavior intervention plans by marking point cards.

3. Team Teaching:
Team teaching is two certified teachers providing whole class instruction. This is not both teachers talking at the same time, but both teachers providing instruction. There are multiple ways to utilize team teaching. Some examples of team teaching can include:
- One teacher lecturing and the other teacher providing a graphic organizer of the material.
- One teacher lecturing while the other teacher is typing the notes and projecting them on the board.
- Both teachers role playing a discussion or debating an issue.
- One teacher lecturing and the other teacher asking questions to clarify information.

Team teaching requires both teachers to 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 the approach the most complex, but satisfying way to co-teach. It is the approach, however, that is most dependent on teachers’ styles. The challenge to effectively implementing this approach is that it requires a good deal of planning and both teachers must have a solid foundation in the content material.
Pros of team teaching:
This approach of co-teaching capitalizes on the strengths of both teachers while allowing large amounts of complex curriculum to be covered. This approach also allows for the needs of students with disabilities to be addressed through instruction while gaining the content information.

Cons of team teaching:
One con to this approach is that it takes time to establish a trusting relationship between co-teaching pairs. This approach also requires that both teachers be competent in the content in order to deliver effective instruction.

4. Station Teaching:
The fourth approach to co-teaching is station teaching. In this co-teaching approach, teachers divide content and students. Station teaching involves the students rotating between independent or teacher-directed activities in small groups. Station teaching is sometimes called using “centers”. At two “centers”, each teacher teaches 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, or as a group. In any content area, station teaching can be used to break down information into smaller chunks, and allow students more opportunities to interact/discuss/receive help (feedback) from a teacher.

Some teachers are reluctant to use station teaching due to the possible classroom management issues that can surface when students are moving between stations. This can be controlled by the teachers moving from group to group while students remain seated. The stations could also be set up for three days and students just take their places as they come into class for the entire class period. Remember, when you are able to reduce teacher/pupil ratio, co-teaching becomes more effective.

Pros to station teaching:
One positive attribute of this approach is the reduced teacher / pupil ratio. In a classroom of 28 students the teacher / pupil ratio can be reduced by using station teaching with each group containing approximately 9 students. Dividing the whole class into three smaller groups allows more options for discussion and interaction with the teachers. It allows the teachers to divide students, possibly reducing issues with behavior management.

Cons to station teaching:
For teachers who have difficulty tolerating increased noise levels in the classroom, station teaching can be a challenge. With station teaching, teachers must allocate a sufficient amount of time to plan together. Teachers must plan together in order to make decisions regarding content and grouping. However, once it is decided what each teacher will be responsible for presenting they can then develop their own lesson plans for that material.

Tip:
Station teaching allows you to group students in various ways. Sometimes skill level will be used so that you will have a high, medium, and low skill group. Other times groups can be determined by student interest or just randomly dividing the students according to the alphabet, location in the class, numbering, or jigsaw activity. Always think about your students who exhibit behavior problems when dividing students into groups. Another tip to ensure successful station teaching is to provide the students with the procedures for transitioning between stations and opportunities for practicing transitions.
An example to illustrate the approach:
In an English class, one station could be taking notes and discussing a novel, another station could be receiving instruction for writing a summary of a chapter or potion of the novel that was read, focusing on organization, vocabulary, and grammar. The third station, which is always the most difficult to plan, is the station without a teacher where the students must work independently. At this station students could be viewing a videotape of the novel while using a graphic organizer to complete an activity on characters.

5. Parallel Teaching:
The fifth approach to co-teaching is parallel teaching. On occasion, students’ learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers each provide instruction to one group on the same content material. The class can be divided from front to back, side to side, or randomly having the students count off numbers. Parallel teaching may also be used to vary learning experiences or present the content in different ways. For example, manipulatives could be provided to one group but not the other, or the groups could read about the same topic but at different levels of difficulty.

Pros to parallel teaching:
The parallel teaching approach, along with station teaching, allows for a reduced teacher / pupil ratio. Initial planning for this approach requires that teachers work together to determine the content information that must be covered. However, once initial planning has occurred teachers have some room to individually create their own lessons.

Cons to parallel teaching:
Parallel teaching can increase noise levels because both teachers are engaging with reduced groups of students. Parallel teaching also requires that both teachers be proficient in the content.

An example to illustrate the parallel teaching approach:
To review for a history test, students were divided into two random groups. Both groups participated in a “jeopardy” type game as students developed questions to answers read by the teacher in charge of their group. This allowed for greater student participation, rather than a whole class review session. Another example of parallel teaching divides the class in half and allows students to read their narrative poem to the group. Both teachers scored a rubric that was developed for the oral presentation of original poetry. This use of the parallel approach to co-teaching was an efficient way to meet the standard by reducing by half the amount of class time used.

6. Alternative Teaching:
The sixth approach to co-teaching is alternative teaching. In most class groups, occasions arise in which several students need specialized attention. Alternative teaching allows for one teacher to take responsibility for a small group of students for instruction while the other teacher instructs the larger group. This approach can be used to provide:
- Small group or specialized instruction
- Enrichment instruction
- Information missed in a previous class
- A preview of the material to be taught or pre-teaching (as defined by Max Thompson)
- Remediation
- Help to students who have been absent catch up on key instruction, assessment, etc.

[9]
Created by Sabrina Cook (Bronx PLF)
Pros of alternative teaching:
Alternative teaching allows students the necessary support to access the general education curriculum and receive instruction on their goals and objectives. Remember, the small group should be formed based on an identified need for the objective of the lesson and should not be the same students every day in order to avoid stigmatizing the students.

Cons of alternative teaching:
Caution: Be careful not to only isolate students with disabilities into small groups. There may be general education students in the class who would benefit from the same instruction required by the students with disabilities during small group instruction. For example, if students in the class, including students with and without disabilities, need additional reading instruction this can be provided in a small group within the classroom. Also, make sure that the same teacher does not instruct the small group each day to prevent students from getting too attached to a preferred teacher and self-selecting themselves into the small group each day.

An example to illustrate the alternative teaching approach:
The teachers have the students divided into two groups. While the majority of the class is reading and then writing their response, one teacher pulls students individually from the larger group to conference with them regarding their writing. The other teacher has pulled a small group of students to another part of the room providing specialized instruction in basic reading skills using the Language! method. The small group consists of five students with disabilities and two ELL students.

Another example of using the alternative approach is to pull students aside who may have missed the previous class instruction. Pulling the few students who were absent allows the teacher to briefly explain the information missed during the previous class. Providing a brief explanation of instruction to students who were absent should not be designated to a specific teacher, but should be a shared responsibility.

Examples of Co-Teaching

[Image of co-teaching methods including One Teach/One Observe, Station Teaching, Parallel Teaching, Alternative Teaching, Team Teaching, and One Teach/One Assist.]

[10]
Created by Sabrina Cook (Bronx PLF)
Understanding a Rationale for Co-Teaching

The traditional rationale for co-teaching as a service delivery option traditionally relied on many of the same points used to explain inclusive schooling in general:

- A better education for all students
- Less program fragmentation
- Less stigma for students
- Support and informal professional development for teachers.

In today’s schools, the above factors still generally apply, but they are not the primary reasons that the use of co-teaching is growing as a means for providing special education services. The current rationale instead relies on these elements:

Access to the Curriculum
Both NCLB and IDEA make it imperative that students with disabilities, no matter what their current level of functioning, access the general curriculum to the maximum extent possible. Many professionals are concluding that the primary means of ensuring access is placement in general education with support offered by a special educator in a co-teaching model.

Adequate Yearly Progress (AYP)
Directly related to access is the matter of ensuring all students, including those with disabilities, make adequate yearly progress. This requirement raises several issues. First, when instruction is offered in a separate setting, it is often difficult if not impossible, for a special educator to cover the content area in a way that adequately prepares students for assessment. Second, even in schools currently achieving AYP, several additional years of rising standards are ahead — and so focusing on assigning students to general education settings with appropriate support often is viewed as a means of working toward those standards.

Highly Qualified Teachers (HQT)
Most professionals are well aware of the requirement that all teachers – including special educators, meet the requirements of being highly qualified. Particularly at the middle and high school levels, a dilemma exists. Even if special educators are approved as being highly qualified, the intent of the law to ensure that content is adequately addressed may not be met. In rural districts as well as in any district espousing the belief that content specialists should assume responsibility for content and special educators should maintain their expertise for learning process, co-teaching becomes an important option.
THE CORNERSTONE: A PHILOSOPHICAL BASIS

The members of successful co-teaching teams share several common beliefs that constitute a philosophy or a system of principles that guide their practice.

When experienced co-teachers discuss what makes co-teaching succeed or fail, they typically emphasize the importance of a shared belief system or philosophy for the teachers involved. If co-teachers do not share the same underlying beliefs about what teaching and learning are all about, it will be difficult to become comfortable sharing instructional responsibilities. The following questions can frame a conversation about instructional philosophies:

1. When you think about your students, what are your three most important beliefs?
2. When you think about teaching, what are your three most important beliefs?
3. When you think about classroom climate, what are your three most important beliefs?

INDIVIDUAL PREREQUISITES

Individual teacher voluntarily bring certain characteristics, knowledge, and skills to the co-teaching situation.

- Co-teachers have personal characteristics that enable them to work effectively with another adult.
- Co-teachers have sets of common knowledge and skills.
- Co-teachers have discipline-specific knowledge and skills.

Co-teaching is a vastly different way for teachers to approach the task of instructing students. Some are excited at the prospect of co-teaching. Others are concerned about the risks and issues that may occur in co-teaching situations. The following questions may assist in determining personal readiness for co-teaching.

1. As a person, what are my areas of interpersonal strength and weakness?
2. As a teacher, what are my areas of strength and weakness?
3. Within my own discipline, what are my areas of strength and weakness?
4. How are all my strengths and weaknesses likely to affect a co-teaching relationship?
5. Based on my responses, what are three important items a co-teacher should keep in mind when working with me?
THE PROFESSIONAL RELATIONSHIP

Co-teachers have unique professional relationships. The professional relationship is built on parity, communication, respect, and trust. Co-teachers make a commitment to building and maintaining their professional relationship.

Checklist for Collaboration

**ENVIRONMENT**
1. Is there a history of collaboration or cooperation in the school? Yes / No
2. Is collaboration strongly supported by the school principal? Yes / No

**MEMBERSHIP CHARACTERISTICS**
3. Do members have an understanding and respect for each other and their perspectives? Yes / No
4. Does the partnership give voice to the strengths and priorities that each person contributes to the collaborative endeavor? Yes / No
5. Do participating teacher see collaboration as in their self-interest? Yes / No
6. Are teachers able to compromise? Yes / No

**PROCESS/STRUCTURE**
7. Do teachers feel ownership of both the process and outcomes of collaboration? Yes / No
8. Is the collaboration flexible to varied forms of working? Yes / No
9. Do collaborators understand their roles, rights, responsibilities, and needed actions? Yes / No
10. Can collaboration sustain itself through adaptation in the midst of major changes? Yes / No

**COMMUNICATION**
11. Are communications open and frequent? Yes / No
12. Do both formal and informal communication links exist? Yes / No

**PURPOSE**
13. Are goals and objectives clear to all professionals and obtainable? Yes / No
14. Do collaborators share a common vision and mission for their shared work? Yes / No
15. Does a purpose exist for the collaboration that justifies its draw of resources? Yes / No

**RESOURCES**
16. Does collaboration have adequate and consistent funds to accomplish goals? Yes / No
17. Has time been allocated for the accomplishment of collaborative work? Yes / No
18. Have professionals been prepared to participate in collaboration? Yes / No

**CLASSROOM DYNAMICS**

The interactions in a co-taught classroom are unique to this teaching arrangement.
- Co-teachers clearly define classroom roles and responsibilities.
- Co-teachers’ instructional interactions reflect their professional relationship.
- Co-teachers successfully maintain the instructional flow of the whole class by providing support to individual students.
- The curriculum in co-taught classes explicitly addresses academic, developmental, compensatory, and life skills and reflects the needs of students in the class.
- Co-teachers monitor their efforts.

[13]
Created by Sabrina (Bronx PLF)
EXTERNAL SUPPORTS

External support facilitates successful co-teaching. External support comes from administrators as well as external professional development activities that enhance co-teaching. If co-teaching is to be an integral part of services to students, the context in which it occurs and the support it receives are critical.

Necessary supports for co-teaching:
1. The principal is knowledgeable about co-teaching.
2. In general, collaborative activities are fostered and valued.
3. Time is made available for planning collaborative activities.
4. School communication between administrators and staff is clear.
5. Problems and conflicts are identified and directly addressed.
6. Staff members share ideas and information about contemporary issues and best practices.
7. Shared decision-making is employed.


Six Steps to Successful Co-Teaching

Co-teaching can be a challenge because it requires educators to reshape their thinking, modify existing practices, and accept change. Six steps are outlined below to assist in successful implementation of co-teaching at PNA.

**Step #1: Beginning with a Goal**

Effective co-teaching partnerships begin with a shared vision. How will you know whether your teaching partnership is successful? How will you measure your progress? Consider starting with a discussion of key questions. For example, How will you as teachers:

- Raise overall class achievement?
- Raise achievement of individual students?
- Engage your students?
- Address specific student behaviors?
- Ensure equality in your way of functioning/collaborating?
- Work together as a team to identify challenges and solutions?

When planning your goals as a team, consider the following questions, and the challenges and solutions that may occur.

- What are your goals for your class?
- What are your individual student goals?
- What are your expectations of your co-teacher?
- What do you want your co-taught classroom to look/feel like?

**Important Co-Teaching Consideration:**

**Universal Design for Learning (UDL):** Rather than retrofitting lessons for students with disabilities, teachers are now expected to use principles of UDL so that ALL students have access to content. The premise behind UDL is that curriculum can be made accessible through the development of adjustable materials, varied instructional approaches and relevant assessment methods. Specifically, teachers are called to provide Multiple Means of:

- **Representation** – to provide students various ways of acquiring information and knowledge
- **Expression** – to provide students with alternatives for demonstrating what they know
- **Engagement** – to tap students’ interests to challenge and motivate them to learn

UDL is for everyone, and co-teaching provides a perfect platform.
See page 27 for additional information on UDL.

**Step #2: Defining Specific Strengths**

Considering the specific strengths of each person on a collaborative team is imperative for successful implementation. Research has repeatedly shown that, in many co-teacher partnerships, special educators have been viewed as paraprofessionals and changing this trend is critical. The solution is to establish a clear understanding of each educator’s specific strengths and talents prior to collaborating. The general education teacher should be the content expert, and the special education teacher an expert in effective differentiated pedagogy. Additional strengths should be noted as well (i.e. technology, assessment, etc.).
The following chart can be used to facilitate defining specific strengths on your team:

<table>
<thead>
<tr>
<th>What do I bring to the team?</th>
<th>Co-teacher</th>
<th>Co-teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching strengths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal/Professional interests/talents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ways these can add to your partnership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas of greatest challenge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Practical Tip**: Communication is the key. The more you know about one another, the easier it is to collaborate. Use opportunities, such as lunch-time, to talk informally and simply get to know each other better and thus strengthen the partnership.

---

**Step #3: Understanding Co-Teaching – The “Big Picture”**

How will you ensure that each educator plays a significant role?

---

**Step #4: Planning the Basics**

Consider using the PNA Common Planning Form and the Workshop Model Lesson Planning Template for Differentiating (included at the end of this handbook) to facilitate common planning time and ensure that the instructional content and enhancements, as well as tasks, are planned for each day. These resources allow you to plan for big ideas for the day and ensure instruction is differentiated to meet the needs of targeted students.

**Practical Tip**: List all of the instructional and managerial things that happen during your shared class time. Be specific. These may include: taking attendance, dividing students into groups, introducing a graphic organizer, teaching a new concept, collecting homework, keeping data on students, etc. Creating a list of instructional tasks and managerial tasks will give you a base to refer to when you are developing, refining, and differentiating plans.
Step #5: Choosing the Best Ways to Meet the Needs of Individuals

The ways in which we provide support for special education students has shifted from the previous modify/adapt mode to an approach that uses principles of Universal Design for Learning (UDL). However, it is still necessary to ensure the use of methods for modifying/adapting so students are meeting individualized and group goals. Clear communication between teammates is needed to ensure specific goals are being addressed.

**Sample Strategy Planning Form**

<table>
<thead>
<tr>
<th>Strategy for Differentiation</th>
<th>Who? Identify which of the co-teachers will provide it.</th>
<th>When? Identify when it will be provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide oral and repeated directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide digital version for assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach speech recognition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher or peer scribes for student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outline clear behavior consequences with positive and negative reinforcement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step #6: Implementing the Plan

**What’s in a Name?** To ensure that co-teaching occurs in a more accepting environment, take the labels (special education vs. regular education) off the students and the teachers. In a strong co-teaching partnership, the special educator is first and foremost there to serve students with disabilities, but both teachers serve all students. An awareness of each student’s individual needs by both teachers is critical. Use descriptors to define roles. Call the teacher delivering the content the “content specialist” and the teacher co-teaching in the content the “learning specialist”. This second title focuses on the role of the teacher enhancing the classroom environment.

**What does an effective co-taught classroom look like?** Remember, at the secondary level, where students have multiple teachers, you can have different voices. But in an effective co-taught classroom, the voices of both teachers should be heard. Listed below are some of the characteristics that should be evident when a high school classroom is effectively utilizing the presence of both teachers.

- Both teachers have a presence in the classroom, and equality of role
- A climate of success for all students is created – with both teachers focusing on all students’ needs
- Progress is monitored and learning assessed on a daily basis
- Academic and social skills are taught
- Engaged learning time is maximized
- Learning objectives are clear
- Differentiated instruction is expected from both teachers on behalf of all students
Beginnings

The first week of co-teaching is critical for success. Important messages are communicated between teachers by how they interact with each other both in and out of class. Those messages are communicated to students and may set the tone for the entire school year. Here are some beginning topics to consider.

INTRODUCTIONS
How will teachers introduce each other? What are the words they will use? Will they use a playful approach or a serious one? If a student asks why the class needs two teachers, how will they respond? What if a student pegs the special educator as a teacher for “those kids”?

FIRST DAY GOALS & ACTIVITIES
What is the specific activity teachers will do on the first day of co-teaching? Who will do which part of it? The more carefully teachers script the first day, the more likely it is that partnership will be perceived properly right from the beginning.

ROOM SET-UP
Where does each adult keep materials and supplies? How is furniture arranged for each? How are student desks or other seating arranged?

STUDENT CONSIDERATIONS
What provisions have teachers made to ensure that students are learning about each other with respect for diversity? Is there a need to offer specific explanations for any students with exceptional needs? What activities do teachers have planned to set the standard for learning and respect in the classroom?

TIMELY FEEDBACK
What protocol will be used to discuss the positivies and negatives of the first day of co-teaching? What questions will be asked to ensure that a balanced but critical look at the early practice happens? What changes will be made based on the conversation?
In addition to exploring topics related to partnership, co-teachers should spend a few moments clarifying their expectations regarding classroom and behavior management. One way of thinking about these matters is to consider each professional. As teachers gain experience, they usually develop automaticity related to how they operate a classroom and respond to student behaviors. That is, they don’t even need to think about the ways they expect students to enter the class, complete assignments, or work with their classmates. However, when two teachers share a classroom, conversations about managing the classroom and students’ behavior become vital to creating a new set of procedures acceptable to both educators. Here are some examples of topics in this category:

USE OF SPACE FOR INSTRUCTION
Many of the co-teaching approaches include simultaneous instruction of multiple groups of students. For the students in the groups to be able to focus their attention, complete their own work, and avoid disrupting others’ work, teachers need to analyze their physical space and identify ways to use it for maximum effectiveness. They might decide that a low bookcase now against a wall would serve as an effective sight and sound barrier if placed at a right angle to the wall. They could decide, since their classroom has whiteboards on two opposing walls, that parallel teaching can best be managed by having half the students face one board while the other half faces the opposite direction. The goal is to think about space use and take into account the potential for noise and distraction when two teachers work together.

TOLERANCE FOR NOISE & STRATEGIES FOR KEEPING NOISE AT AN ACCEPTABLE LEVEL
Co-teachers may wish to discuss each person’s tolerance of the noise of a classroom in which several activities are occurring simultaneously. Many of the most effective co-taught classrooms would sound noisy to a guest, but the noise is purposeful. To manage noise, both teachers should discuss where each person should stand or sit during instruction. For example, in parallel teaching, teachers might want to sit during instruction if they face each other across the room. Otherwise their voices may carry to the other side. If noise seems to bother a student, the teachers may want to find a desk carrel for the student or provide a single desk tucked into a quiet corner of the classroom for that student to use. If either teacher is bothered by the classroom noise level, the topic should be added to the agenda for the next shared planning session so that options to resolve this dilemma can be discussed.

ORGANIZATIONAL ROUTINES
This Topic concerns all the details of classroom operation. What do students do with assignments as they are completed? What are acceptable activities for them to do if they complete work before the end of the lesson? Do students need to ask permission to go to the restroom or simply pick up a hall pass and leave? How do students leave the classroom? You can probably list at least another dozen procedures that are part of day-to-day classroom life.

CLASSROOM RULES
Co-teachers should check that they agree on the rules established for the shared classroom. If school-wide positive behavior supports are in place, the expectations set for classrooms should be acceptable. However, if your school leaves the matter of rules to each teacher, this can be an important topic. One teacher may post rules and consequences that are mostly negative. The other teacher may strongly prefer a system based on positive consequences. A discussion may help to address this topic as well as a related one- that is, the extent to which rules are enforced consistently.
Potential Issues

Many small issues related to co-teaching can become big issues if not addressed when they first arise. The following are common co-teaching dilemmas:

- One teacher is chronically late for the co-teaching period.
- The general education teacher forgets to tell the special educator about an upcoming special program, field trip, or a last minute change in instructional plans.
- Either teacher is very late in arriving at scheduled planning sessions.
- One teacher or the other is significantly more / less structured in terms of expectations for student behavior as well as standards for the written work that students turn in.
- One teacher or the other is not willing to change his/her traditional practices in the classroom.
- One teacher is going to be absent for several days and planning has not been completed.
- A teacher is absent and an unfamiliar substitute has been assigned to the classroom.
- Either teacher perceives a problem but is uncomfortable raising the matter with the other teacher.

Co-teachers should first address dilemmas together. If difficulties can not be resolved between co-teachers, members of administration can assist.
# Teacher Actions during Co-Teaching

<table>
<thead>
<tr>
<th>If one teacher is doing this...</th>
<th>The other can be doing this...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturing during the mini lesson</td>
<td>Modeling note-taking for students</td>
</tr>
<tr>
<td></td>
<td>Ensuring “brain breaks” to help student process lecture information</td>
</tr>
<tr>
<td>Taking attendance</td>
<td>Collecting and reviewing the previous night’s homework</td>
</tr>
<tr>
<td></td>
<td>Introducing a social or study skill</td>
</tr>
<tr>
<td>Passing out papers</td>
<td>Reviewing directions</td>
</tr>
<tr>
<td></td>
<td>Modeling the first problem on the assignment</td>
</tr>
<tr>
<td>Giving instructions orally</td>
<td>Writing down instructions on chart paper</td>
</tr>
<tr>
<td></td>
<td>Repeating or clarifying a difficult concept</td>
</tr>
<tr>
<td>Checking for understanding with the large with the large group of</td>
<td>Checking for understanding with a small group of students</td>
</tr>
<tr>
<td>students</td>
<td></td>
</tr>
<tr>
<td>Circulating, providing one-on-one support as needed</td>
<td>Providing direct instruction to the whole class</td>
</tr>
<tr>
<td>Prepping half of the class for one side of a debate</td>
<td>Prepping the other half of the class for the opposing side of the debate</td>
</tr>
<tr>
<td>Facilitating a silent activity</td>
<td>Circulating, checking for comprehension</td>
</tr>
<tr>
<td>Providing large group instruction</td>
<td>Circulating, using proximity control for behavior management</td>
</tr>
<tr>
<td>Last minute organization</td>
<td>Reviewing homework</td>
</tr>
<tr>
<td></td>
<td>Providing a study or test-taking strategy</td>
</tr>
<tr>
<td>Re-teaching or pre-teaching with a small group</td>
<td>Monitoring large group as they work on practice materials</td>
</tr>
<tr>
<td>Facilitating sustained silent reading</td>
<td>Reading aloud quietly with a small group; previewing upcoming information</td>
</tr>
<tr>
<td>Reading a test aloud to a group of students</td>
<td>Proctoring a test silently with a group of students</td>
</tr>
<tr>
<td>Creating basic lesson plans for standards, objectives, and content</td>
<td>Providing suggestions for modifications, accommodations, and activities for diverse learners</td>
</tr>
<tr>
<td>curriculum</td>
<td></td>
</tr>
<tr>
<td>Facilitating stations or groups</td>
<td>Also facilitating stations or groups</td>
</tr>
<tr>
<td>Explaining new concept</td>
<td>Conduction role play or modeling concept</td>
</tr>
<tr>
<td></td>
<td>Asking clarifying questions</td>
</tr>
<tr>
<td>Considering modification needs</td>
<td>Considering enrichment opportunities</td>
</tr>
</tbody>
</table>

Taken from: *Tips and Strategies for Co-Teaching at the Secondary Level* by: W. Murawski & L. Decker

[21] Created by Sabrina (Bronx PLF)
Instructional Practices in the Co-Taught Classroom

A question that co-teachers should spend considerable time addressing is this: How is the instruction in the co-taught classroom different than it would be in a classroom with one teacher? How are differentiated goals being incorporated into instruction? Both questions illustrate the purpose of co-teaching. First, it should result in instruction that is more intense, more varied, and more creative than the teaching that one person could do. Second, the positive variations in instruction establish a basis for differentiating instruction so that supports and specialized instruction for students with disabilities can be offered in a seamless and non-stigmatizing way.

Consider the following:

LEARNING ENVIRONMENT
Environment refers to the physical as well as the social and emotional climate of the classroom. Co-teachers can consider whether items dangling from the ceiling are distracting to students with attention problems as might be the bouncing computer screen savers usually in view. Environment also can include lighting, the arrangement of classroom furniture, and student seating. Environment related to classroom climate may include whether soft music is played during some activities, whether students burst excitedly into the classroom in the morning or enter with whispers, and whether students may study sitting in a comfortable chair instead of a traditional chair at a desk. If you scan the classroom and think about classroom procedures, you will identify many other items that contribute to the environment.

CURRICULUM CONTENT
Nearly all students with disabilities are expected to achieve proficiency in the same curriculum as general education students, and this is a reasonable expectation for most. However, some students may benefit from slight changes to curriculum that takes into account their needs. For example, some students may master effect written at a lower reading level than those for other students. Some students may learn about idioms as required, but they draw pictures to illustrate their understanding instead of writing stories that use idioms. Co-teachers should remember that their instruction for students with disabilities should be designed to address curriculum competencies or standards, but there often are any ways that concepts can be introduced, practiced, and learning demonstrated.

WAYS THAT TEACHERS DELIVER INSTRUCTION
Teaching procedures suited to specific student characteristics can enhance learning. For example, some students will follow directions far more accurately if teachers state each one clearly and succinctly, briefly write each part of the directions on the board, and have students repeat directions after they are given. At the same time, this procedure does not interfere with any student’s learning even if it is not essential for them. Similarly, many students benefit from extensive use of visuals that clarify the instruction. Students may fail to understand the subtleties of a story about polar bears. Students learning about an agricultural culture may not be able to comprehend its character because they live in a large city and have never been outside of it Co-teachers should provide vicarious experiences for students when they lack personal experiences related to the content of being taught.

One other aspect of teaching should be mentioned. For students who struggle with learning, connecting the instruction from the day before, previewing the instruction for the current day, and summarizing instruction as it concludes can facilitate learning.
OPPORTUNITIES FOR STUDENTS TO LEARN CONCEPTS & SKILLS
How students engage in learning could be the most important aspect of effective co-teaching instruction. For example, a class read a play about freedom of speech. Students were given many options for demonstrating their learning. One teacher worked with students as they prepared posters that would advertise the play if it was released as a major motion picture. The other teacher assisted students as they wrote a different ending to the play. A third group of students worked on a webquest related to first amendment rights. In another classroom, the teachers engaged students by increasing their participation throughout instruction. They asked students to repeat answers aloud, used individual whiteboards so that all students could write (and erase) responses, and had students vote for the answers they believed were correct. All these strategies and the many others that teachers devise are designed to involve students visually, auditorily, tactualy, and kinesthetically.

STRATEGIES FOR EVALUATING STUDENT LEARNING
Grading student work in co-taught classes sometimes is a matter of great debate, and no single solution to the grading dilemma exists. What is most important is that the approach to grading is fair and at the same time considers students’ special needs (Silva, Munk, & Bursuck, 2005). For example, some teachers count students’ in-class work and homework more than tests because the students are diligent but do not perform well on tests. Other teachers do just the opposite, minimizing the grades for homework for students who do well on tests but who seldom complete homework. Yet other teachers create options for students to earn extra credit to make up for missed assignments and poor test scores. As with many other parts of instruction, co-teachers should discuss what strategies fit the entire class and which are only available to students with disabilities by virtue of their status as protected by special education law.
Grouping Students

What is Flexible Grouping?

Flexible grouping is not a new concept in American education. It has its roots in the original one-room rural schoolhouse where students of varying ages, backgrounds, and abilities were grouped and regrouped to meet instructional needs. As towns and cities grew and universal education became a national goal, ways of grouping students changed. The assumption that students of the same age learned at about the same rate caused most schools to group students in classes by their ages, a practice that continues today. Whole-class instruction was a natural outgrowth of that decision.

Observing that same-age children learned to read at widely varying rates, teachers began to divide students into subgroups based on perceived ability. Math subgroups soon followed. But change is happening. Today, classrooms are filled with children from an increasing variety of cultural economic backgrounds. As part of a national push for citizens who can think, solve problems, work with others, and learn on the job, educators are taking a close look at the implications of using whole-group and ability-group instruction exclusively. Teachers are discovering that informally grouping and regrouping students in a variety of ways throughout the school day can make a teacher’s job easier and students more productive. The teaching strategy is called flexible grouping.

Teachers who use flexible grouping strategies often employ several organizational patterns for instruction. Students are grouped and regrouped according to specific goals, activities, and individual needs. When making grouping decisions, the dynamics and advantages inherent in each type of group must be considered. Both teacher-led and student-led groups can contribute to learning.

Teacher-Led Groups

Teacher-led groups are the most common configuration used in classrooms today. They include whole-class, small group, and individual instruction. In general, communication paths in teacher-led groups are almost exclusively between teacher and student. Teacher-led groups are an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of large or small groups, and providing individual attention or instruction.

- **Whole-Class Instruction**: Whole-class instruction is often used to introduce new materials and strategies to the entire class. Working with the whole class to introduce new concepts can build common experiences and provide a shared basis for further exploration, problem solving, and skill development. Whole-class instruction also can help identify students’ prior knowledge and experiences that will affect new knowledge acquisition.
- **Small-Group Instruction**: Small-group instruction is familiar to most teachers; it is an often-used strategy. Small groups can provide opportunities for working with students who have common needs, such as reinforcement or enrichment.
- **Students Working Alone in Teacher-Directed Activities**: Although learning to work cooperatively constitutes an important educational goal, students must also learn to work independently. Individual responses may prove especially helpful for students in refining their own thoughts. For example, after sharing strategies in small, student-led groups, each student might reflect on the group’s problem-solving methods and formulate a personal problem-solving strategy.
Student-Led Groups

Student-led groups can take many forms, but they all share a common feature – students control the group dynamics and maintain voice in setting the agenda for the group to follow. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning. One of the benefits of student-led groups is that they model “real-life” adult situations in which people work together, not in isolation, to solve problems. Students working in groups learn to work with people from varying backgrounds and with different experiences, sharpening social skills and developing a sense of confidence in their own abilities. A variety of group types and a sampling of activities that may be appropriate for each are described below.

- **Collaborative Groups:** The essence of collaborative learning is the team spirit that motivates students to contribute to the learning of others on the team. Because team success depends on individual learning members share ideas and reinterpret instructions to help each other. In this environment, students convey to one another the idea that learning is valuable and fun.

  Students in collaborative-learning groups can make predictions or estimations about a problem, share ideas, or formulate questions. After working independently, group members might cooperate in composing either an oral solution or a written response. These groups prove particularly effective for open-ended problem-solving investigations. Collaborative groups come in all sizes and configurations, depending on the instructional goal to be achieved. Two strategies for using collaborative groups are:

  **Circle sharing:** In circle sharing, students sit in a large circle so that each student can see the rest. The leader (either a teacher or a selected student) presents an open-ended statement or problem, and each student in turn responds with his or her own conclusion. One student records each group member’s response in order. Students may “pass” as their turn comes up, but they should have an answer ready when the circle is completed. As an alternative, students can pass a sheet of paper from one to the next. When the signal is given, the first group member writes down his or her idea for approaching the investigation. The paper then passes to the person on the left. This strategy is excellent for brainstorming divergent approaches to a problem.

  **Four Corners:** Pose a question or problem with four parts, operations, or solving strategies. Have students select which of the four is their choice to work with. Have each student go to the corner of the classroom where that problem part is displayed. This is a quick way to get children who have similar interests together to do further problem solving.

- **Performance-Based Groups:** Sometimes groups of students with similar needs might benefit from additional support in the completion of a task. Unlike traditional ability groups, performance-based groups form for a short time and respond to the dynamic nature of learning. Performance-based groups are most effective when formed on the basis of a particular need rather than in response to predetermined performance levels. Performance-based groups provide a means for increasing students’ access to a particular concept or skill. Suitable strategies for these groups include introducing language, using concrete models, playing a concept game for skill practice, or practicing strategies. Strategies for use with performance-based groups are listed below.

  **Group Study:** Group study most often occurs after a session of whole-group instruction. After the main concept is discussed as a class, students get into small groups of two to four to complete a cooperative assignment that reinforces, expands on, or tests their knowledge. Groups can brainstorm ideas or complete various explorations or investigations.
Interview for Options: After working individually on an investigation, group members take turns interviewing each other to determine how each person approached the problem. After they have all had a chance to share their thinking, the group can summarize what they learned from the interviews. Use of graphic organizers or posters can be helpful.

- **Student Dyads, or Pairs**: Grouping students in pairs often forms the basis for peer and cross-age programs. Various strategies for use with student pairs include the following.

  **Partner Turns**: Students are paired before a whole-class presentation is made. As you make your presentation, give pairs a chance to share ideas, information, and plans or strategies for problem solving. This strategy provides a good way to quickly reinforce active listening and individual approaches to problem solving.

  **Think, Pair, Share**: After whole-class instruction, have individuals think about what strategies they would use for approaching the investigation. Students should write down their ideas. After a time, have pairs meet to share their ideas and strategies. This approach helps encourage divergent thinking and provides students with immediate feedback on their approaches to problem solving.

<table>
<thead>
<tr>
<th>TEACHER-LED GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grouping Options</strong></td>
</tr>
</tbody>
</table>
| Whole Class / Small Groups | - Explains procedures  
- Provides instructional scaffold  
- Facilitates discussion  
- Provides explicit instruction  
- Affirms student diversity | - Outlining day’s agenda schedule  
- Giving an overview of concepts  
- Sharing student work  
- Presenting strategies  
- Developing background knowledge |
| Individual | - Guides individual development  
- Encourages individual student interests | - Applying key concepts, strategies and skills  
- Composing written responses  
- Completing understanding  
- Creating own investigation |

<table>
<thead>
<tr>
<th>STUDENT-LED GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grouping Options</strong></td>
</tr>
</tbody>
</table>
| Collaborative | - Describes students’ roles  
- Describes students’ interpersonal skills  
- Encourages student interaction  
- Monitors group effectiveness  
- Guides understanding  
- Affirms student diversity | - Organizing collaborative project  
- Collaborating on projects  
- Sharing group projects  
- Discussing students’ evaluation of group’s success  
- Applying key strategies and concepts  
- Discussing different perspectives |
| Performance-Based | - Identifies students’ needs  
- Provides instructional scaffold  
- Provides explicit instruction | - Organizing short-term groups  
- Introducing new concepts  
- Teaching specific concepts, strategies, and skills |
| Dyad (Pairs) | - Identifies students’ interests or needs  
- Models instructional strategies  
- Guides understanding | - Assisting partners  
- Tutoring peers  
- Responding to peer writing  
- Collaborating |

Taken from: *Flexible Grouping* by: Catherine Valentino

[26]

Created by Sabrina (Bronx PLF)
Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a framework for designing educational environments that enable all learners to gain knowledge, skills, and enthusiasm for learning. This is accomplished by simultaneously reducing barriers to the curriculum and providing rich supports for learning.

As any educator knows, students come to the classroom with a variety of needs, skills, talents, and interests. For many learners, the typical curriculum—which includes goals, instructional methods, classroom materials, and assessments—is littered with barriers and roadblocks, while supports are relatively few. Faced with an inflexible curriculum, students and teachers are expected to make extraordinary adjustments. UDL turns this scenario around, placing the burden to adapt on the curriculum itself.

Students differ from one another in many ways and present unique learning needs in the classroom setting, yet high standards are important for all students. By incorporating supports for particular students, it is possible to improve learning experiences for everyone, without the need for specialized adaptations down the line. For example, captioned video is of great help to Deaf students—but is also beneficial to students who are learning English, students who are struggling readers, students with attention deficits, and even students working in a noisy classroom.

The advent of digital multimedia, adaptive technologies, the World Wide Web, and other advancements make it possible on a broad scale to individualize education for individual students. Developers and practitioners of UDL apply the inherent flexibility of digital media to individualize educational goals, classroom materials, instructional methods and assessments. Thus, each student has an appropriate point-of-entry into the curriculum—and a pathway towards attainment of educational goals.

Educators, including curriculum and assessment designers, can improve educational outcomes for diverse learners by applying the following principles to the development of goals, instructional methods, classroom materials and assessments.

<table>
<thead>
<tr>
<th>Principle 1</th>
<th>Principle 2</th>
<th>Principle 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide Multiple Means of Representation</td>
<td>Provide Multiple Means of Action &amp; Expression</td>
<td>Provide Multiple Means of Engagement</td>
</tr>
<tr>
<td>The “what” of learning</td>
<td>The “how” of learning</td>
<td>The “why” of learning</td>
</tr>
<tr>
<td>Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities, learning disabilities, language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also, learning, and transfer of learning, occurs when multiple representations are used because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.</td>
<td>Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments, those who struggle with strategic and organizational abilities, those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential.</td>
<td>Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.</td>
</tr>
</tbody>
</table>

[27] Created by Sabrina (Bronx PLF)
BEFORE THE MEETING

General education teacher gathers key information about upcoming curriculum, projects and activities, and other core content and brings this material to the meeting.

DURING THE MEETING

The general and special education teachers decide which co-teaching approaches to use, how to group students, which aspects of the instruction may pose difficulties, and which projects may be overwhelming for students. Individual student matters are also discussed. The meeting concludes with review and reflection on past instruction.

AFTER THE MEETING

The special education teacher prepares the unique differentiated materials and strategies necessary for the instruction, the plan for meeting student goals within the curriculum, and then prepares to incorporate learning process into content.
# Common Planning Form

Teachers: ___________________________ Date: __________

Subject: __________________________

<table>
<thead>
<tr>
<th>Time Segment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Upcoming curriculum topics or lessons</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Co-teaching arrangements and assignments</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Challenges and strategies to help students succeed</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Group / individual student matters</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Housekeeping / Logistics</td>
</tr>
</tbody>
</table>
## Workshop Model Lesson Planning Template for Differentiating

<table>
<thead>
<tr>
<th>Date:</th>
<th>Class:</th>
<th>Teacher(s):</th>
<th>Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Learning Objective:

### Targeted Standards:

### Materials:

<table>
<thead>
<tr>
<th>Teacher 1</th>
<th>Teacher 2</th>
<th>Differentiated Planning</th>
</tr>
</thead>
</table>

**Do Now (5 – 10 min):**

**Mini Lesson (10 - 15 min):**

**Application (15 - 30 min):**

**Review / Summary (5 - 10 min):**

**Exit Slip (3 - 5 min):**

**Explain HW (3 - 5 min):**

### Vocabulary:

Created by Sabrina (Bronx PLF)