

# COLLABORATIVE PLANNING

## Special Education Teachers / General Ed Teachers

**OVERVIEW:** Special Education Teachers have many roles and responsibilities amongst a school building. An important role is collaborating with general education teachers in the following: providing accommodations/modifications in the classroom, supporting students' IEP goals and objectives, communication on student improvement or lack thereof, and monitoring student progress in the general education setting. With virtual/hybrid learning taking over the 2020 school year, strong collaboration is immensely important. This two-pager will provide teachers with more structure to best support General Education teachers at this time.

### VIRTUAL PLANNING

*The following steps should be completed in order. For best outcomes, complete each step **WITH** general education teacher(s) in weekly check-ins. Schedule these meetings starting the first week of summer professional development. The objective is for **ALL** teachers to feel confident teaching **ALL** students in **ALL** learning environments.*

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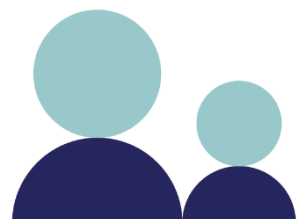
**Start with overviewing all exceptionalities - it is important for general education to understand beyond the name of student exceptionalities. Before even reviewing a class roster, ensure teachers have this background knowledge.**

- ★ Who are exceptional learners?
- ★ Types of Disabilities
- ★ Intellectual Disability

2

**Once teachers have some background knowledge on the different exceptionalities, spend time reviewing the general education's teacher class roster. This will allow time for the gen-ed teacher to have a clear understanding of your caseload and the needs he/she must plan for.**

**Scaffold this!** This meeting can be done over video conference and record the meeting OR you can record a video of yourself with a template reviewing each student on their roster. Teachers can hold onto this and reference it when necessary.



## VIRTUAL PLANNING CONT.

- 3 Provide Virtual IEP at a glance for a general education teacher - IEP at a glance is an excellent way to modify a student's IEP. This will provide more understanding for the general education teacher: exceptionality, accommodations to provide, areas of strength, areas of growth, etc.

★ [IEP At a Glance Template](#)

**Scaffold this up!** Take this one step further in your meeting and discuss how to implement student's IEP objectives into lesson planning. Do Now questions, through a blended learning tool the teacher is using in virtual lessons (kahoot, mobymax,commonlit, etc).

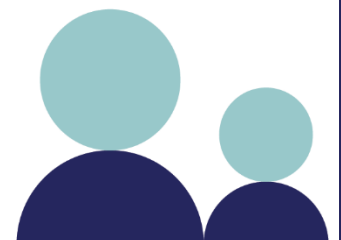
- 4 Review Hybrid accommodation/modifications for teachers to ensure students will receive all necessary support (classroom and/or virtual). Reference the Accommodations/Modifications Toolbox created by Collegiate Academies.

★ [Accommodations/Modifications Toolbox](#)

- 5 Progress Monitoring! Virtual/hybrid learning may not allow special education teachers to be as present in the class as they were previously. Provide tools for teachers to properly monitor student's progress or lack thereof. Use the below template as a potential resource for progress monitoring. It can be manipulated for multiple subjects and standards.

★ [Progress Monitoring Template](#)

- 6 Set time aside for consistent collaboration - having a strong special education/ general education collaborative relationship is imperative for student success. Make it a necessity to have weekly check ins. This can be to discuss student progress, highlight success, problem solve, research online tools together, etc. Spend 5 minutes at the end of every session sending a calendar invite for your next meeting.



# COLLABORATIVE PLANNING

## Special Education Leaders

**OVERVIEW:** Special Education Leaders have many roles and responsibilities within a school building. An important role is coaching special education teachers to best provide services to all students with exceptionalities. Schools are working in this “unknown” world. With virtual/hybrid learning taking over the 2020 school year, it is time for leaders to work more innovatively and strategically. This two-pager will provide leaders with more structure to best support Special Education teachers in this time.

### COACHING MEETING - HYBRID PLATFORM

*Coaching meetings will look and feel different. Coaches should work with a more collaborative and supportive mindset due to this new way of learning and teaching.*

**1** Emotional check-in (5 min) - This is not school related. “How are YOU feeling? How are your family, friends?” - It is important to ensure your teachers are feeling okay personally.

**Scaffold this!** Implementing materials you use with your students is also helpful (gives teachers ideas for their own practice).

★ [Mood Tracking Apps](#)

★ [Emotional Check in Chart](#)

**2** Highlights of class and/or case management check-in (5 min) - Provide the highlights you observed through the online teaching provided to the student(s).

- Talk about it! State the awesome parts of the lesson - Quotes the teacher said in class, student responses and overall class environment.
- Show recording of video conference/class - Have the teacher visually see their own excellence.
- Student feedback - Prior to your check in, receive 1-2 direct quotes from students about what they loved most about class.

# COACHING MEETING - HYBRID PLATFORM CONT.

3 Direct lesson feedback (5-7 min) - Provide ONE area for improvement from the lesson observed. Show recording of improvement area. Ask the usual prompts you normally would in a coaching meeting: What do you notice here? Write out a script of what you will say/do instead. Allow wait time for teacher brainstorming.

4 Video Roleplay! (10 min) - Just because we are in our own environment and talking through a screen, doesn't mean we don't roleplay! Have the teacher take the feedback given to them and implement it to teach that section in the moment.  
You can even record them and show the distinction between the first video and their improvement!

**Scaffold this!** Roleplay doesn't HAVE to be from a lesson. Remember, your teachers are all at different places in their own career and you need to meet them where they need most support. Roleplay can be a case management conference, a virtual IEP meeting, calling a parent (first year teachers!), check in with general education teachers, etc.

5 Teacher Support - Have students send an email 48 hours before their check-in with areas they may need support in.

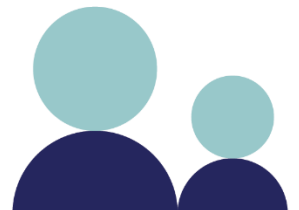
*Note - Needs will look significantly different with hybrid learning. Teachers may need support in creating resources, blended learning tools, innovative ways to keep students interested, etc.*

- ♦ Read the email 24 hours before the meeting and determine solutions for the teacher. Have this in written form. Use time in this coaching meeting to review this and spend time practicing (going to suggested learning websites and creating an account, practicing "do now" for online class, creating an individualized calendar for a specific student, etc).

6 Action Steps

- ♦ Teacher action steps **AND** coach action steps. Write both in a shared document.
- ♦ Set calendar invite for two observations (1 set by the coach and 1 set by the teacher).
- ♦ Make a copy of the below template and alter it accordingly for your coaching meetings.

★ [Feedback Meeting Template](#)



# COLLABORATIVE PLANNING

## Co-Teachers

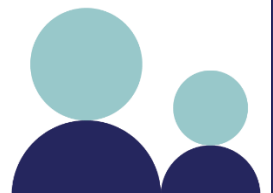
**OVERVIEW:** Many Special Education teachers are co-teachers. Creating a strong co-teaching relationship is important to ensure success for all scholars. With virtual/hybrid learning taking over the 2020 school year, strong collaboration between co-teachers is immensely important. This two-pager will provide teachers with more structure to best support co-teachers at this time.

*Note: This two-pager aligns with [30 Days to the Co-Taught Classroom](#) by Julie Causton and Paula Kluth. If you have not done so already, it is best practice to model your co-teaching experience after this book. This two-pager provides scaffolds to create a strong virtual co-taught classroom. The entire book will not be referenced.*

## VIRTUAL PLANNING

*The following steps should be completed in order. For best outcomes, complete each step **WITH** your co-teacher in weekly check-ins. Schedule these meetings starting the first week of summer professional development. The objective is to have aligned goals and strong outcomes for your shared classroom.*

- 1 Have a vision - “Without a vision, day-to-day and lesson-to-lesson can lack both clarity and inspiration.”** Your vision can be any of the following: shared sense of purpose, inspiring big thinking, long term goal setting, co-teaching in a virtual setting, etc. Keep in mind what your classroom environment will look like. Will you two be in the same room, Google Hangouts, or a combination of the two?  
*(Reference pages 16-17 in text to create vision.)*
- 2 Set Goals - You will have school set goals, but it is important to set rigorous goals for yourselves as well. These goals should be aligned to your new model of teaching.**
  - ♦ **Align them to executive functioning needs:** “70 percent of scholars will attend Zoomclass on time without a reminder by week 3 of virtual instruction.”
  - ♦ **Share IEP goals:** “50 percent of scholars with IEPs will master their first objective by week 6.”
  - ♦ **Think outside the box:** “100 percent of students will show 100 percent engagement by week two in one or more of the following ways: talking through video, typing in chat, communicating in partner work, submitting response virtually.”



## VIRTUAL PLANNING CONT.

3

**Shake up your structures ONLINE** - The best part about co-teaching is that there are two of you! There are multiple co-teaching models that allow all students' needs to be met successfully.

Reference pages 103-124 in text for models, as well as the links below:

- ★ [Six Approaches to Co-Teaching](#)
- ★ [How to Choose a Co-Teaching Model](#)
- ★ [A How-To Guide: Guidelines for Co-Teaching](#)

Keep in mind what co-teaching models may look like in a hybrid/virtual setting. Below are a few ideas of how to conduct a co-taught lesson virtually while still “shaking up your structures”:

- ♦ **Duet Teaching** - Duet teaching involves two adults working together to provide instruction. Script out your lesson plan ahead of time to know who is leading each section of the lesson. *Example: Mr. B will lead the Do Now and Exit Ticket while Ms. Y will lead the bulk of the lesson.* While one teacher is conducting direct instruction, the other is monitoring progress, participation, and supporting with facilitation (can even be sending students personal motivational messages.)
- ♦ **One Teach/One Make Multisensory** - This model allows teachers to think beyond working together and focus on how to teach more creatively. Think about how this model can support virtual teaching. One teacher can control PowerPoints, breakout groups, attendance, and overall presentation, while the other teacher can provide direct instruction.
- ♦ **Parallel Teaching** - Creating a more personalized education. This could be done in separate breakout rooms for discussions and socratic seminars. Then you can return to the whole group lesson.

