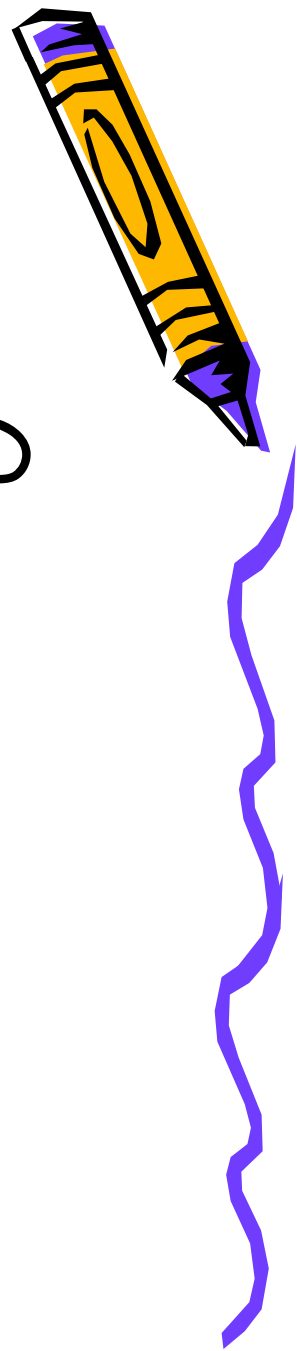


Understanding personal
teaching preferences,
styles and influences in
the classroom setting

EXERCISE

- FACE YOUR PARTNER AND HOLD EACH OTHER RIGHT HANDS
- NO TALKING



GOAL

- THE GOAL OF THE EXERCISE IS TO GET AS MANY POINTS AS YOU CAN BY HAVING YOUR HAND TOUCH THE TABLE
- GO!



What did you learn from this exercise

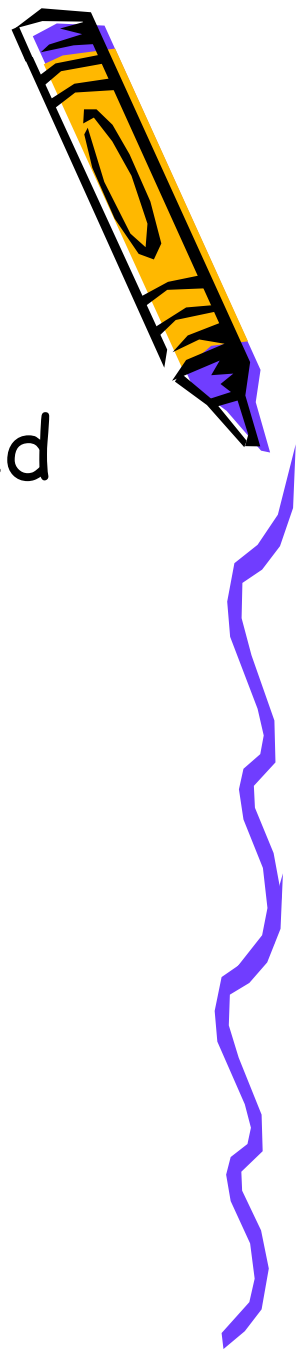


- Personal history and perception influence how you respond
- Culture influences our behavior
- Motivation and desire to win/ succeed are important
- Things are not always what they may seem
- Collaboration enhances success



Cornerstone: Philosophical basis

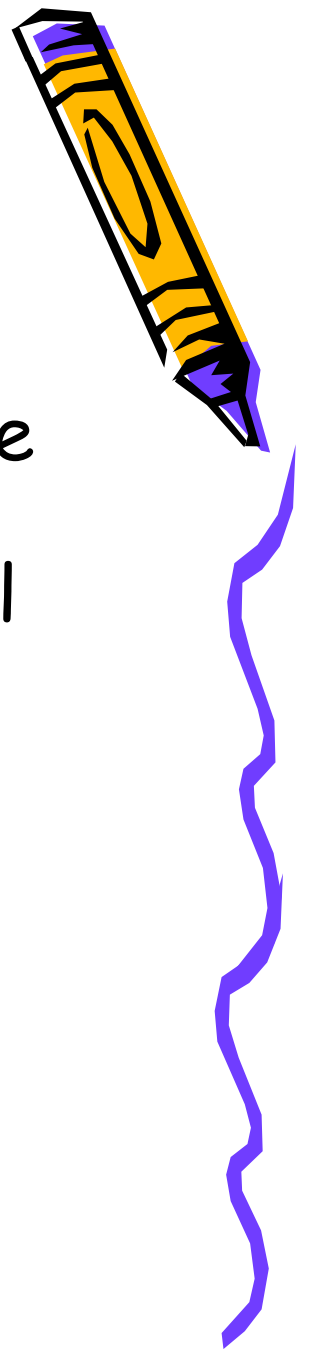
- What makes joint teaching succeed or fail?
- Shared belief system
- Comfort sharing instructional strategies



Individual Prerequisites

- Personal characteristic that enables you to work with another adult
- Sets of common knowledge and skills
- Discipline specific knowledge and skills
- View joint teaching as necessary to effective student education



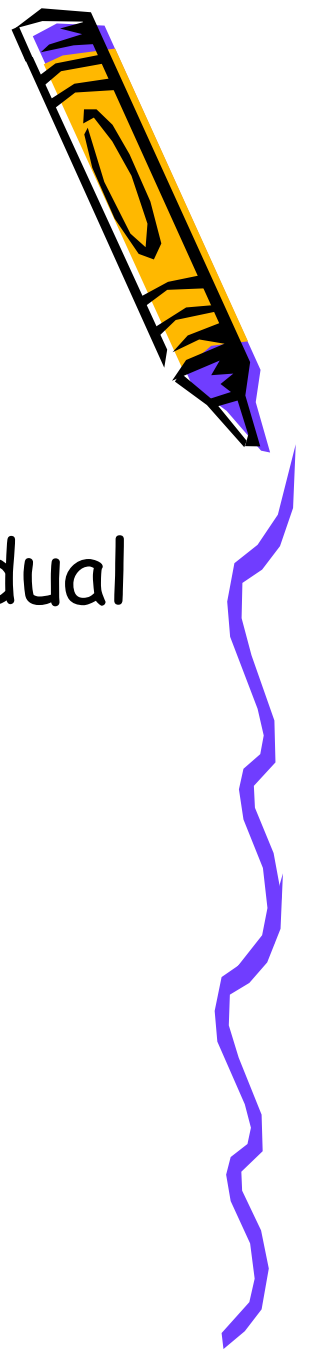


Professional Relationship

- Effective joint teaching relationships are not dissimilar to known components for positive and supportive relationships in all other facets of life.....
- Parity
- Communication
- Respect
- Trust



Exercise



- Shared belief worksheet
- Take few moments to fill in individual beliefs on Cornerstone worksheet
- Then share information with each other
- Group Brainstorming and sharing

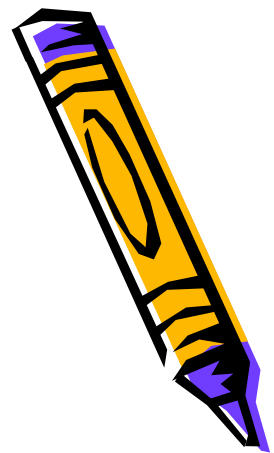


Classroom Practices

- Although essence of joint teaching occurs in classroom
- Implementation depends on activities that occur prior to and after instruction



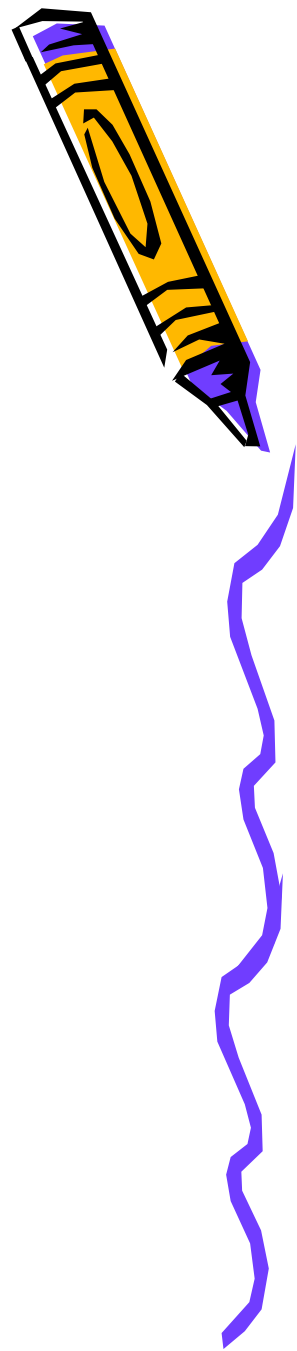
Exercise



- Classroom practices questionnaire
- As a team (group broken into teams of 4 individuals)
- Briefly bullet and Answer questions listing responses
- Joint sharing

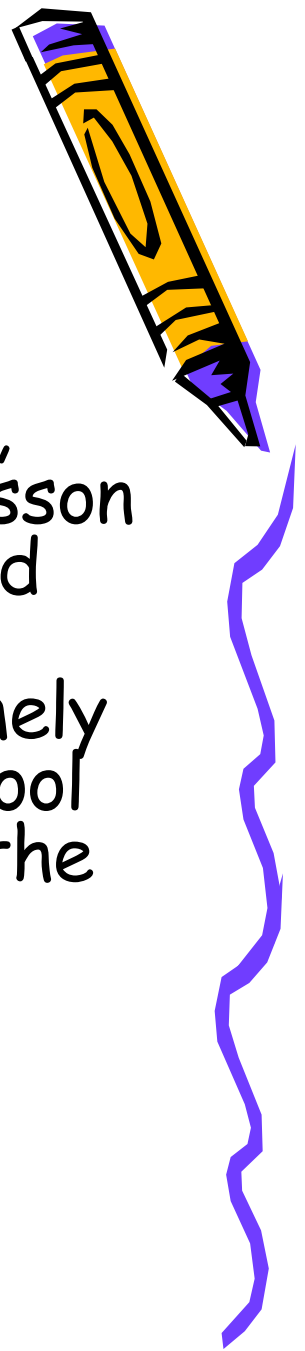


Joint teaching strategies



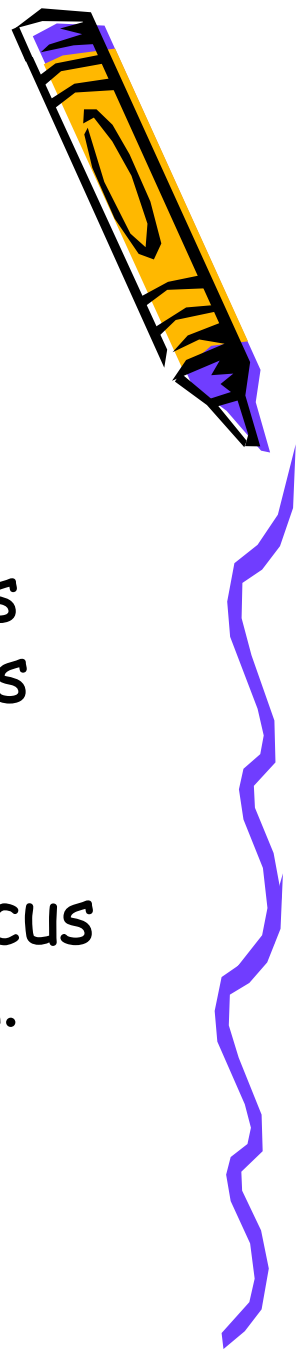
One teach, One observe

- In the one teach, one observe (Friend, 1998) model one teacher teaches the lesson while the other teacher circulates around the room observing the students and collecting data. This technique is extremely useful in the first few weeks of the school year. The teachers are able to observe the students and collect information to help them plan effective lessons



One teach, One Drift

- In the one teach, one drift (Friend, 1998) model one teacher teaches the lesson while the other teacher circulates around the room helping students. This is beneficial to all students, especially the students with learning disabilities. The drifting teacher is able to direct and focus the individual students during the lesson.



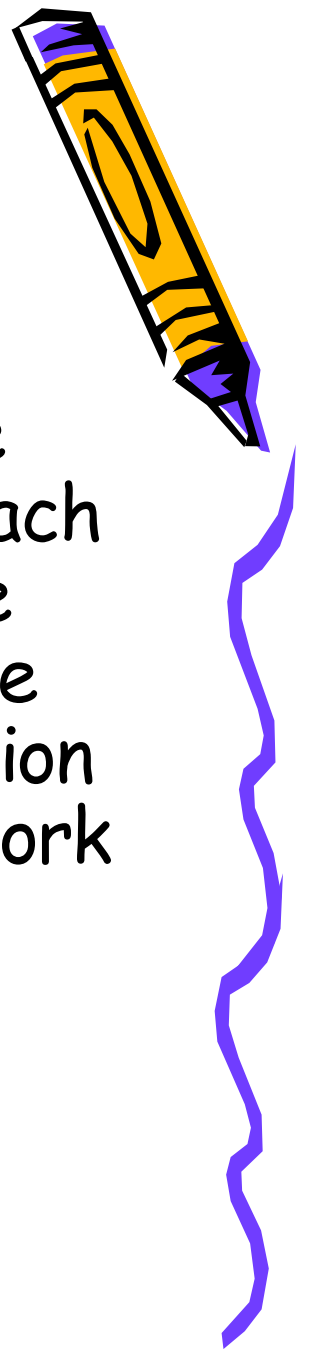
Parallel Teaching



- In the parallel (Friend, 1998) model both teachers are teaching the same materials at the same time. The teachers divide the class in half, and teach each group separately. This reduces the teacher student ratio, creating more individual time for each student. In some cases the learning disabled student is very uncomfortable in large groups. This heterogeneous divisions allows the learning disabled student to relax. This comfort level enables the students with learning disabilities to focus on the tasks at hand.



Station Teaching



- In station teaching (Friend, 1998) the teachers divide content and students. Each teacher then teaches the content to one group and repeats the instruction for the other group. If appropriate, a third station could give students the opportunity to work independently.



Alternate Teaching Model

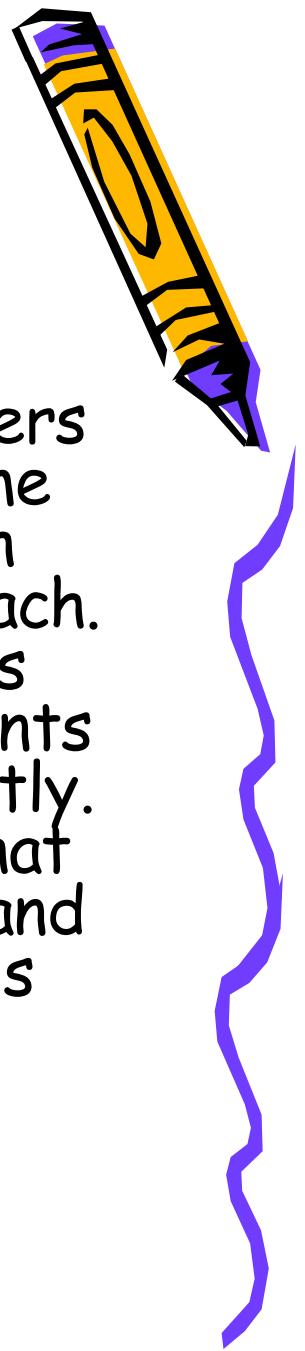


- In the alternate teaching (Friend, 1998) model one teacher is directing the class through a lesson while the other teacher takes a small group of students aside. This smaller group of students is selected based on an individual needs. The students are a heterogeneous group based on need not disabilities. The students that are learning disabled are not being isolated or pulled out, allowing them to lose the labels and focus on the tasks.



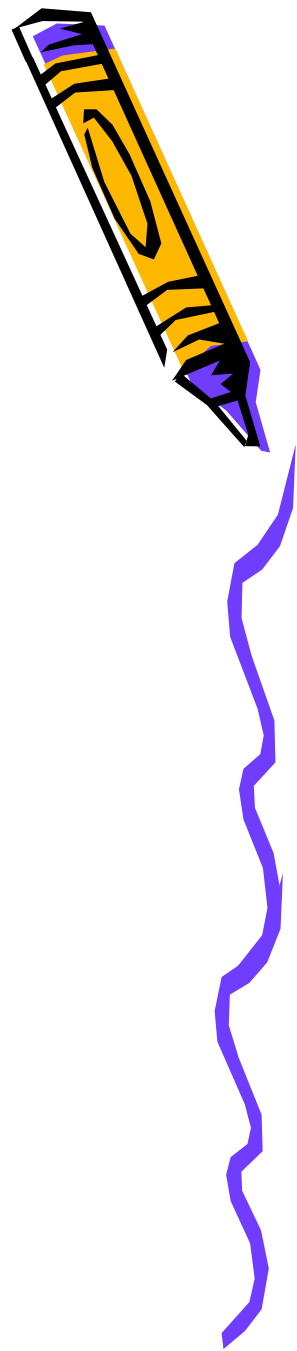
Team Teaching

- In team teaching (Friend, 1998) both teachers are delivering the same instruction at the same time. Most co-teachers consider this approach the most complex but satisfying way to co-teach. Team teaching is hit or miss with the students that are learning disabled. Some of the students enjoy this because the focus changes constantly. This keeps their attention. Other students that are learning disabled find it very distracting and can not flow from one teacher to another. This model should be used very carefully.



Handouts

- Approaches worksheets
 - When to use
 - Amount of planning (time)
 - Samples
 - Other comments



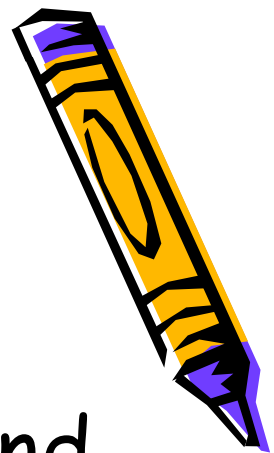
Topics for discussion between teachers



- Instructional content and expectations for students
- Planning, including time to do it and who does which part
- Parity, how it will be clear both teachers have the same status in the room



Discussion topics cont.



- Space, related to both teachers and students
- Noise and educators tolerance for it
- Instructional routines
- Organizational routines
- The definition of "help"



Discussion topics cont.



- Discipline procedures for the classroom
- Feedback, including when and how to discuss issues with each other
- Student evaluation, including grading
- Teaching chores such as grading, duplication, assignment prep



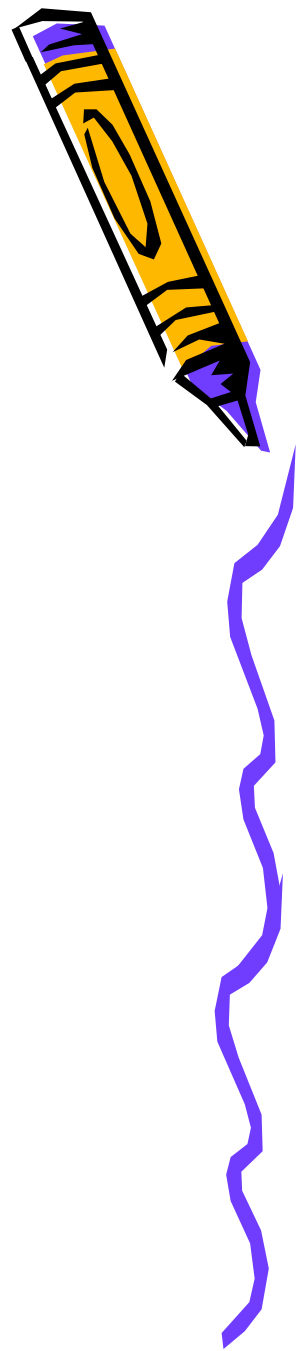
Discussion topics



- Responsibilities and procedures for substitutes
- Confidentiality
- Pet Peeves
- Brainstorm potential others



Exercise-Having the difficult conversations

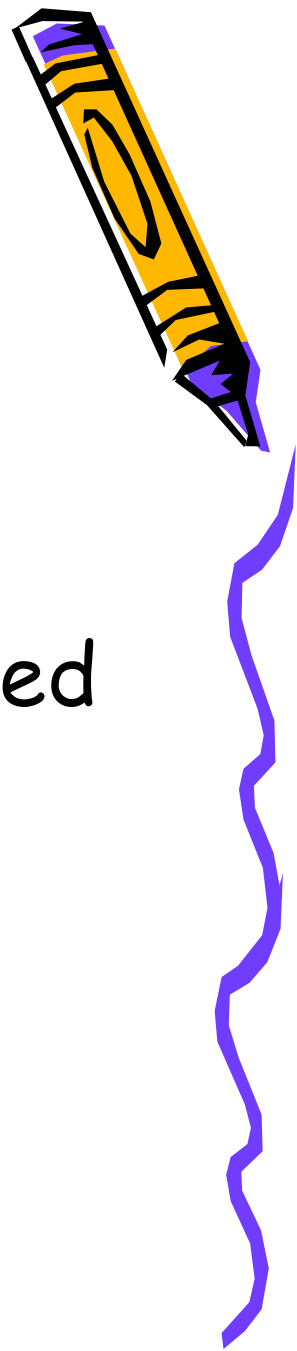


- Avoiding blame and using "learning conversation"
- What is the inner voice?
- Establishing mutual respect
- Accept responsibility for errors and apologize when appropriate
- Problem solve to resolution and mutually agreeable terms

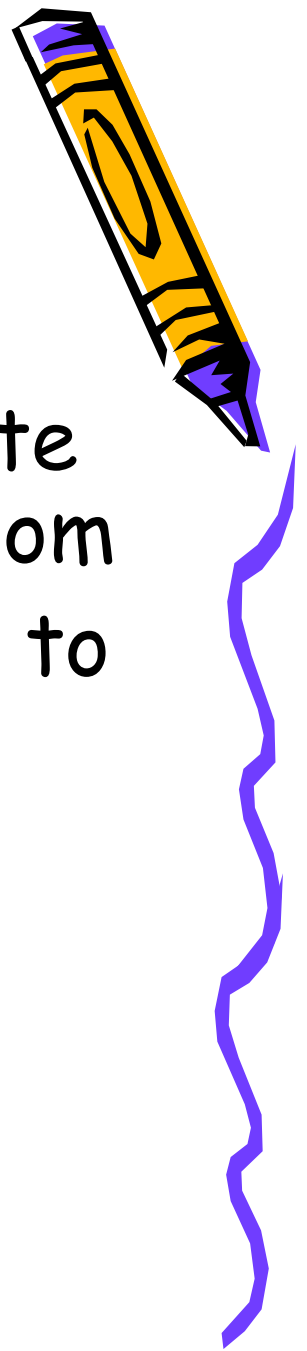


Exercise

- Need two volunteers to front of classroom
- Role play with inner voice verbalized by narrator



Considerations for Substitute teachers

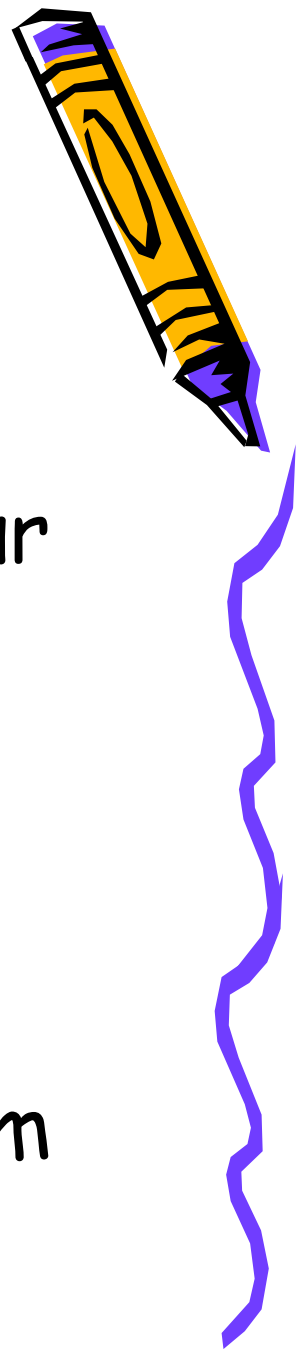


- Adequate plans that clearly indicate nature of joint teaching in your room
- Define what you would expect sub to do during joint teaching session
- What will be role of sub when a special service teacher is in class, grading, prep???



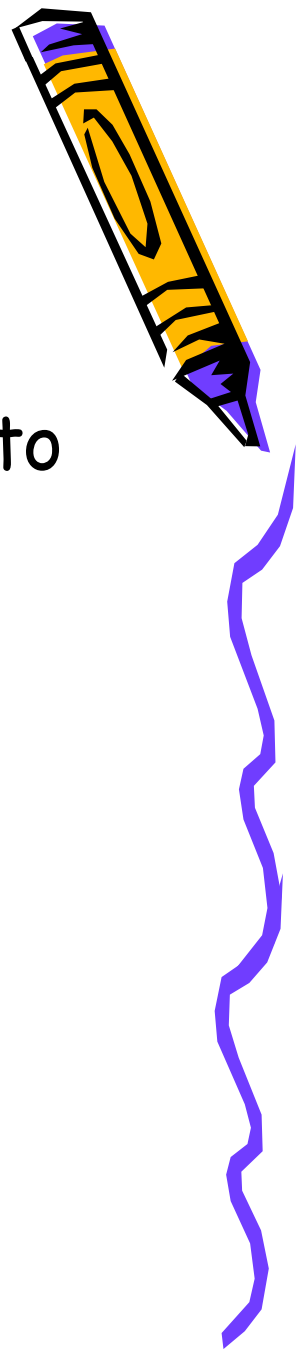
Substitutes continued

- Provide information general about joint teaching practice used in your classroom
- Clear info where sub should be during each class/segment of the day
- ?District policy on subs and joint teaching practices in the classroom



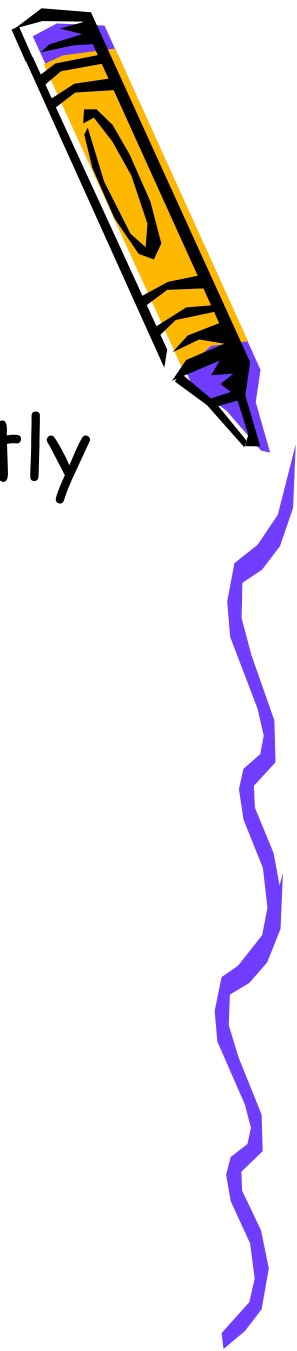
Parents perspective

- Concern adaptations will draw attention to student
 - Offer options to all students
 - Have parent come in to view a lesson
 - Age appropriate adaptations



Parent perspective

- Parents want child to receive mostly pull out services
 - IEP team makes placement decisions
 - Converse with parent about fostering independence



Parent perspective

- Parent of student without disability feels students with disability hold other students back
 - Has something in particular occurred?
 - Increase communication and contact
 - Address specific concerns



Overview Thoughts

- Effective joint teaching is no small endeavor it requires planning, mutual respect, shared beliefs, sharing of skills and strengths, understanding of each others areas of challenge and comfort, debriefing, planning for subs and parent education



