



Collaboration is a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal (Friend & Cook, 2017). Collaboration is particularly important when two teachers provide Specially Designed Instruction (SDI) to students with disabilities in general education settings using team teaching methods as described in section 1003.03, Florida Statutes, (F.S.). Training is required within the first year of teaching together.

Why Should General Education and Special Education Teachers Collaborate?

- The Individuals with Disabilities Education Act (IDEA) and s.1003.57, F.S. both require access to general education curriculum for students with disabilities.
- Teachers and schools are accountable for the achievement of all students, and establish high expectations.
- Direct services for students with disabilities are provided in the least restrictive environment, and for most, this is in the general education classroom.
- Most students with Individual Education Plans (IEPs), and many without, will need varying degrees of additional support to progress in the general education curriculum.

Roles and Responsibilities of General and Special Education Teachers

General Education Teacher

- Curriculum and instruction
- Focus on the pacing of instruction
- Classroom management for large groups of students
- Knowledge of characteristics of students without disabilities

Both Teachers

Equal partners
Effective communication
Shared accountability
Shared implementation of accommodations
Collaborative planning, instruction, and assessment
Additional responsibilities outside the partnership
Common rules and routines
Focus on improving outcomes
Shared resources
Common goals

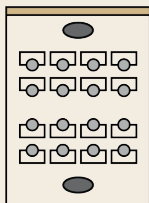
Special Education Teacher

- Focus on mastery of IEP goals, then pacing of instruction
- Focus on the process of learning and SDI
- Understanding of individual student needs based on IEP
- Knowledge of compliance with laws for student with disabilities

Decide Together How You and Your Teaching Partner Will:

- Set aside time for common planning and problem-solving.
- Explain your classroom organization to parents, students, and administrators.
- Define student expectations for assignments, homework and make-up work.
- Carry out assessment and instruction.
- Manage the classroom: physical set up, rules, discipline, and noise.
- Protect student and teacher confidentiality.
- Respect your personal characteristics.
- Support and encourage each other.

Embedding Specially Designed Instruction (SDI*) Into Collaborative Approaches



Parallel Teaching

The classroom is divided in two. Each teacher works with a group of students teaching the same concept or skill.

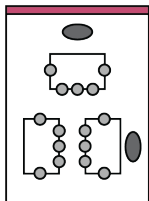
Recommended Usage: Frequently

Example: Mrs. Wallace and Dr. Zurowski divide the class into two groups to teach a reading lesson. Mrs. Wallace uses a long story and asks the students complex questions. Dr. Zurowski uses a shorter passage with a small group of students who are struggling. At the end of the teaching session, the whole class discusses both passages and their meanings.



Watch Video

<https://vimeo.com/620186535/e9833646cb>



Station Teaching

The class is divided into three groups. Each station has differentiated work. The students rotate through each station depending on the amount of time the two teachers set.

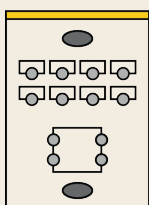
Recommended Usage: Frequently

Example: Mrs. Tomlinson and Mrs. Wallace use station teaching for a reading comprehension lesson. Mrs. Tomlinson leads one group through higher-order thinking questions. Mrs. Wallace has students re-read a passage to answer factual questions. A third station is made up of students who are independently completing an assignment on the passages.



Watch Video

<https://vimeo.com/620200076/ec6204b8a9>



Alternative Teaching

One teacher works with the large class, and one teacher works with a flexible small group for remediation, enrichment, or other purposes.

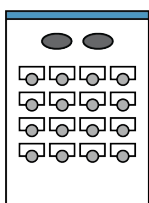
Recommended Usage: Occasionally

Example: Mrs. McAllister reviews a story with the whole group, while Dr. Zurowski previews vocabulary with a flexible small group.



Watch Video

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Teaming

Two teachers facilitate the lesson presenting new information to the students.

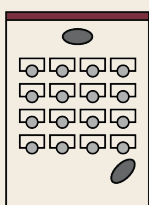
Recommended Usage: Occasionally

Example: Dr. Zurowski and Mrs. McAllister co-present a lesson to introduce a new story. They take turns with the information, with Dr. Zurowski giving the story overview and Mrs. McAllister leading students in the use of guided notes. Both teachers observe students carefully to assist with formative assessment measures.



Watch Video

<https://vimeo.com/620203922/07759985da>



One Teach / One Assist or One Teach / One Observe

One teacher presents the lesson, while one teacher assists students, or purposefully collects data on skills.

Recommended Usage: Seldom

Example: Dr. Zurowski collects data on specific students' conversational interactions to measure IEP goals. Later in the lesson, Mrs. Tomlinson teaches a writing lesson to the class while her teaching partner, Dr. Zurowski, provides individual assistance to struggling students.

Watch OT/OA Video

<https://vimeo.com/620206919/a9322be50b>

Watch OT/OO Video

<https://vimeo.com/620194959/7bd0fcc657>

* For more information on SDI, refer to the Instructional and Teacher Leaders Folio, Volume 4 or see our Best Practices Card about SDI on the [FIN website](#).