

# STRATEGIES, STRATEGIES AND MORE STRATEGIES FOR CO-TEACHING

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## ELEMENTARY EXAMPLE

Big Idea	Instructional Method	Standard Assessment	Modified Assessment
<p>ALL: Know the change of seasons</p> <p>Some: Identify the approximate months each season occurs in our community and how that might differ in other states</p>	<p>Reading a story on season and reviewing images of various session</p>	<p>Asked to write which season is represented in 4 images</p>	<p>Can provide oral response to the pictures</p>

Type of Co-teaching	Behavioral Strategies	Instructional Strategies	Data Collected/Notes
<p>Station – I will take summer/spring – co-teacher take winter fall</p>	<p>Need to make sure Matt and Dante are not in a station together. Please let CJ start with me so that if he is struggling I will just ask him today to master 2 seasons and stay with me as to not disrupt the entire class</p>	<p>CJ will do best if I add some manipulatives will bring some material that is used in each season that he can hold and show to the group Let's have 2 images for Matt that are of the same season and maybe one that is very literal for him</p>	<p>I will do a status of the class at the end of the class to ensure that everyone understands the lesson and what action I think we need to take if someone still does not get the big idea</p>

## SECONDARY EXAMPLE

Big Idea	Instructional Method	Standard Assessment	Modified Assessment
<p>ALL: balance one variable equation with fractions</p> <p>Some: balance 2 variable equations with fractions</p>	<p>Provide problems for each group to try and solve and we will coach groups as they try to master 5 problems as a team</p>	<p>5 additional problems that students will be asked to answer and once they answer – team will help correct any missing problems</p>	<p>We can reduce this to 3 problems for Nate and Josh – anyone else you want to also.</p>

Type of Co-teaching	Behavioral Strategies	Instructional Strategies	Data Collected/Notes
<p>Alternative teach – I will take the 3 students who typically struggle and will pre-teach them at the beginning of class – at the end why don't you take a group and do enrichment during the homework time that I will monitor</p>	<p>Need to move Sally to a new group as she is struggling with behavior – I want to put her in group B instead of A for cooperative learning and will move Sam to B Will take some on-task behavior for Nate and Josh as I think they can get the math they are just not attending</p>	<p>Need to remember to put the assignment in Nate's planner and e-mail mom. Gwen needs to use a calculator from the start. Let's have Josh try to use the multiplication chart to reduce the fractions. I plan to show a brainpop video on the concept to Josh and Nate – would you like the whole class to see it</p>	<p>I will do a status of the class at the end of the class to ensure that everyone understands the lesson and what action I think we need to take if someone still does not get the big idea.  I also would like to try to get the kids on ixcel</p>

### Co-Teacher Sample Schedule Secondary

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School			Plan LA with Able		
1st period	Co-Teach LA - Able	Co-Teach LA - Able	Co-Teach LA - Able	Co-Teach LA - Able	Co-Teach LA - Able
2nd period	Independent Plan	Co-plan Riggs	Independent Plan	Co-Plan Riggs	Independent Plan
3rd period	Co-Teach with Rae	Co-Teach with Rae	Co-Teach with Rae	Co-Teach with Rae	Co-Teach with Rae
4th period	Plan with Ms. G	Independent Plan	Co-Plan with Rae	Independent Plan	Co-plan with Rae
5th period	IEP Meetings	Facilitative Support	IEP Meetings	Facilitative Support	Facilitative Support
Lunch	Lunch with Ms. Able to review weeks plan and objectives *	Lunch with Smith to review weeks plan and objectives			
6th period	Co-Teach SS - Riggs	Co-Teach SS - Riggs	Co-Teach SS - Riggs	Co-Teach SS - Riggs	Co-Teach SS - Riggs
7th period	Co-Teach LA Smith	Co-Teach LA Smith	Co-Teach LA Smith	Co-Teach LA Smith	Co-Teach LA Smith
After School		Faculty Meeting or Professional Development	Plan next week with Smith		

**Activity**

- Stand up/sit down
- Draw a picture
- Write a newspaper paragraph summarizing what we have taught so far
- Use your wild stick to make an image
- Stand back to back with a neighbor and share back and forth 4 key words
- Write in the air your thoughts to this point
- Send a twitter to summarize our points
- Make a 30 second rap of our work
- Tell a neighbor your thoughts on the topic
- Find a passage in the book related to ...

Use the whiteboard to show 2 words and 2 images

- Write a quiz question for a neighbor and then have them answer it
- Walk to the front of the room if you agree and to the back if you disagree
- Walk until the music stops and then talk with the student closest on your right
- Show one finger if you xxx, two fingers if youoo, etc.
- Watch a youtube video to support the concept
- Watch a brainpop video to support the concept
- Ask students to talk about their favorite movie and relate it to the topic
- Pick an item out of a bag and ask them to relate it to the work

- Look out the window and relate an image or cloud to our concepts
- Use your body to show a particular concept - (e.g., action verb, etc.)
- Go to a website to show an image
- Share a cartoon to support your point
- Debate a point with a peer
- Show 2 images from google images and ask students how they compare and contrast to a point
- Write down 3 main points so far today - compare your list to your neighbors
- Come to the board with a peer and write 2 words and 2 images
- 20 questions

- Summarize in 10 words or less and a peer counts that you used less than 10 words (keep trying until you get it)
- Show your answer on a dry erase board or solo plastic plate
- Cross your arms if you agree and uncross if you disagree - find a partner to talk with for 2 minutes that has a different opinion
- Find 2 things in the room that relate to the concept being discussed
- Do 2 toe touches as you name the 2 key concepts
- Chant 5 times the main idea
- Use your highlighter to pick 10 key sentences in the story to this point
- On a post it note write a one sentence summary of each of the 5 pages read so far
- Follow odd cast.com - text to sing as it sings the keywords today

**CHARACTERISTICS OF 21<sup>ST</sup> CENTURY INCLUSIVE SCHOOLS**

- Student behavior is consistent across the school**
- Make-up policies are consistent**
- criteria for inclusive and exclusion.**
- Cooperative Learning and/or peer tutoring are a component of every class.**
- All students give and receive**

- All students are celebrated**
- Literacy is taught in every subject area (including electives).**
- Mathematics is taught in every subject area (including electives).**
- Writing occurs in a meaningful way every day in every period**
- Students are taught to self-advocate for their needs and know how to share their needs with their teachers.**
- Co-teaching and/or collaborative environments are at the core of the school**

### CHARACTERISTICS OF 21<sup>ST</sup> CENTURY INCLUSIVE CLASSROOMS

Teacher talk is less than 50%  
Students need to be actively engaged  
Strategies or activities are used that promote active learning.  
Assessments are continuous  
Students are taught social skills daily.  
Physical breaks occur at least once a period but ideally every 10 minutes.  
Knowledge is presented in chunks.  
Reading material used is rich and diverse and includes material embraced by info-kids.  
Evaluation goes beyond paper and pencil tests.  
Students give and receive  
Grading is clear

### BRAIN RESEARCH



**Memory is a process not a thing.**

**How brain process relates today's classroom?**

Sensory input  
(sight, sound, smell, taste, touch)

90% of what goes in is dismissed

**Attention the brain is always attending**

**Brain can process 7 things at a time**

### BUILDING AN INCLUSIVE CLIMATE

**Practice Social skills**

(Skillstreaming by Goldstein, 1998)

**Partner with assigned role**

**Quote of the day (from students)**

**Classroom forums (once a week)**



### LET'S GO TO THE DOCTOR



THAT'S NOT FAIR!!!!!!



**Pass a problem**

**Base groups (numbers, letters and shapes)**

**Pairing with a clock (or use tools related to subject area e.g., maps, times tables, etc.)**

**T-chart**

**Confess, create and commit**

**Learning Contract p. 53**



Three things I know  
 Excuse book example  
 IEP Summary Example  
 Peer mentoring  
 Clear the Air

**EXCUSE BOOK  
 (PLEASE PRINT CLEARLY SO YOUR  
 PARENT/GUARDIAN CAN READ YOUR  
 EXCUSE)**

Lisa Dieker	Forgot my assignment	I will bring it to you 3 <sup>rd</sup> hour.
Zobee J.	Didn't do it	Nothing

**Three Things I Know**

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**One Thing I Still Need to Learn**

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IEP/504 Plan Summary Sheet

Student Name	Allow Alternate Assignments	Allow feelings to be expressed	Call parent when missing	Extra Time	Grade on content vs. Spelling	Graphic Organizer	Highlight Notes	Modify IEP and/or Classroom	Monitor Agenda	Oral Assessment	Praise/encourage	Pre-Scoping	Prov. Tex. Notes	Que and Prompt	Read and Clarify	Read Directions Ahead
1)																
2)																
3)																
4)																
5)																
6)																
7)																
8)																
9)																
10)																
11)																
12)																
13)																
14)																
15)																

Date: \_\_\_\_\_

Task: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Estimated Time: \_\_\_\_\_

Actual Time: \_\_\_\_\_

**STRATEGIC RE-INTEGRATION OF STUDENTS WITH DISABILITIES**

- Targeted a group of students
- Observed successful/unsuccessful students
- Interviewed successful students
- Allowed students with disabilities to visit general education setting
- Interviewed students with disabilities about their fears/concerns
- Created Table of critical skills to master

## APPLICATION TO YOUR CLASSROOM



Have successful students come and talk to your students prior to starting in a new class



Tell your students who are students they should be modeling in the classroom (ask permission of student/parent first)

Set weekly goals for students

Grade students on goals in addition to academics (use for all students not just students with disabilities)

### Goal Sheets

Student Name \_\_\_\_\_

Date \_\_\_\_\_ to \_\_\_\_\_

Goals	Mon	Tues	Wed	Thurs	Fri
1. _____	YES	YES	YES	YES	YES
_____	NO	NO	NO	NO	NO
2. _____	YES	YES	YES	YES	YES
_____	NO	NO	NO	NO	NO
3. _____	YES	YES	YES	YES	YES
_____	NO	NO	NO	NO	NO

## MOTIVATION / ACTIVE PARTICIPATION

### Finger Signals

### Unison Response

- Do you think teachers should be paid more?



### Flash Answers in Groups

- Buy shower board and markers
- Buy chalkboard spray paint or contact paper

## CLASSROOM DISCIPLINE CHECKLIST

Make-up policy (PBIS)

10 positives to 3 negatives

3 second rule



## UNIVERSAL INSTRUCTIONAL DESIGN

### Universal Design

- Architectural adaptations designed to make buildings more accessible to people with disabilities
- Beneficial to most
- Curb cuts, automatic doors, television captioning

### UID/UDL

1. Instructional adaptations and teaching strategies developed to make course content more accessible to students with diverse learning needs

2. Beneficial to most

Present information and content in different ways

### Multiple Means of Representation

To increase knowledge  
The "what" of learning

Differentiate the ways that students can express what they know

### Multiple Means of Action and Expression

To expand strategic abilities  
The "how" of learning

Stimulate interest and motivation for learning

### Multiple Means of Engagement

To enhance involvement - the "why" of learning

#### FOUR MODES OF INSTRUCTION

Telling	Asking	Showing	Doing
_____ %	_____ %	_____ %	_____ %
Expository	Inquiry	Demonstration	Activity



### Modified Literature Circles

Predictor  
Clarifier  
Questioner  
Summarizer  
Artist



Dieker, L. & Ousley, D. (2006). , Speaking the Same Language: Bringing Together Highly-Qualified Secondary English and Special Education Teachers

#### GENERATION M

Media **saturated** lives  
6.5 hours a day with media -  
equivalent of a **full-time job**  
(44.5 hours a week)

26% of the time young people are using media,  
they're **using more than one medium at a time**  
Exposed to the equivalent of **8.5 hours a day**

8- to 18-year-old lives in a home with an average

- 3.6 **CD** or tape players,
- 3.5 **TVs**
- 3.3 **radios**
- 2.9 **VCRs/DVD** players
- 2.1 **video game** consoles
- 1.5 **computers**.

24% live in homes with **five or more TVs**

Cable or satellite TV service is widely available  
(more than **eight in ten young people have one**  
**or the other**), and a majority of youth (55%) get  
premium channels such as HBO at home.

<http://www.youtube.com/watch?v=dGCJ46vyR9o>

*Vision of K-12 Students Today*

Vision of College Students  
Today



<http://www.youtube.com/watch?v=dGCJ46vyR9o>

Rip Van Winkle awakens in the 21st century after a **hundred-year snooze** and is, of course, utterly bewildered by what he sees. Men and women dash about, **talking to small metal devices pinned to their ears**. Young people sit at home on sofas, moving miniature athletes around on **electronic screens**.

Older folk **defy death and disability with metronomes** in their chests and with **hips made of metal and plastic**. Airports, hospitals, shopping malls—every place Rip goes just **baffles** him.

But when he finally walks into a schoolroom, the old man knows exactly where he is. **'This is a school,' he declares. 'We used to have these back in 1906. Only now the blackboards are white.'**"

## ASSISTIVE TECHNOLOGY DEVICES

### High Tech:

- Write out loud
- Alpha smarts
- Software Packages
- Scan pens



### Low Tech:

- Pencil Grips (magnetic)
- Large Calculator or talking calculator
- Highlighters
- Angled notebook
- Colored Transparencies
- Post-it Notes
- [www.imagineticonline.com](http://www.imagineticonline.com) (not in book)



## TECHNOLOGY FOR WORKING WITH GENERATION M

Word - Track Changes and Autosummarize  
 I-chat, skype or aim  
 WebCT or Blackboard  
 Endnote or ref works  
 Google docs  
 quizlet  
 Wiki, flashcardexchange  
 twitter  
 Dindim  
 Prezi  
 Ning or Edmodo or Facebook  
 Augmented or mixed reality



<http://delicious.com/ldieker>

Effective Teaching and Teacher Preparation: The Next Generation of Teachers and Learners

teach live



**ABOUT**  
 The T.E. TeachLive™ Lab is a research-ready teaching environment that supports teacher practice in technology and content. In the T.E. TeachLive™ Lab, pre-service and in-service teachers work with this simulated middle school classroom where the focus is on the delivery and digital content. The virtual dynamic classroom by real teachers can track the quality of digital practices, according to the objectives of the experience. Each student's performance is based on their faculty experience in a real school classroom.  
 The TeachLive™ Lab, developed at the University of Central Florida, is currently being delivered to her campuses in the United States. T.E. TeachLive™ Lab partners with schools and districts and provides work around the content to students, provide scaffolding or guided practice in a variety of content areas, and monitor students while they work independently.  
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 UCF  
 UCF Institute of Education



## COMPREHENSION STRATEGIES

- Predictions
- Book Share
- Spirit Reading
- Auto Summarize (Word)
- Create a CD Cover (Draw a picture)
- Timeline
  - Excellent for chapter books/social studies
  - Also helps with proficiency testing



## WRITING STRATEGIES

- Find Opportunities for Students to Write across the curriculum
- Telementoring
- Kamishibai
- Peer Editing with credit
- Red/Green Pen
- Crystal Ball or Yesterday's News



## TYPES OF DISABILITY ISSUES IN MATHEMATICS

- Perseveration
- Language Issues
- Reasoning
- Perceptual Skills
- Memory

## K-N-W-S

K	N	W	S
What facts do I <u>KNOW</u> from the information presented in the problem?	Which information is <u>NOT</u> needed?	<u>WHAT</u> does the problem ask me to find?	What <u>STRATEGY</u> / Operation/Tools will I use to solve this problem?

## MATH ADAPTATIONS

- KNWS
- Place Value Chart
- Calculators
- Math Chair
- Error Analysis
  - student-centered approach

$$\begin{array}{r} 10784.36 \\ 5 \overline{) 53921} \\ \underline{2710372} \end{array}$$

Yard	Hun dred s	Tens	Ones	Yard	Hun dred s	Tens	Ones	Yard	Hun dred s	Tens	Ones
	1	3	4	,	6	5	3	,	9	0	3

## SCIENCE

(ALL OF THE READING STRATEGIES APPLY TO THIS AREA TOO.)

Visit our Website [www.uwm.edu/~caberg/access](http://www.uwm.edu/~caberg/access)

Alternative Lesson or Outcome

Ask Peer to Construct Knowledge

Online Frog and Pig Dissection

▪ [www.froguts.com](http://www.froguts.com)

▪ [www.whitman.edu/biology](http://www.whitman.edu/biology)

▪ [www.brainpop.com](http://www.brainpop.com)



## SOCIAL STUDIES (ALL READING STRATEGIES WORK TOO)

- Readability
- Multisensory
- Collaborative Box
- Great Websites

<http://tenbyten.org/>

<http://www.marumushi.com/apps/newsmap/newsmap.cfm>

<http://www.newseum.org/>

## 7. IMPROVING GRADING AND STUDENT ASSESSMENT

### GRADING & ASSESSING IN INCLUSIVE SETTINGS

Remove letter grades

Replace with daily assessments (clipboard) and competency based report cards

If you are stuck with letter grades, talk about the differences in grading and assessment

Tap back

Be certain to review

- How grades communicate learning
- How assessments (daily and state level) support all learners

DID I SAY YET

Letter grades are a thing of  
the past

Here is a “real report card”



## ASSESSMENT TOOLS

Observation  
Sample Analysis  
Task Analysis  
Inventories  
Criterion-Reference Tests  
Probes  
Checklist  
Interviews questionnaires  
Learning Environment  
Exhibitions

## ASSESS LEARNING DIFFERENTLY

### Test Adaptations

- Rubrics
- Before
- During
- After

Brown Bag Assessment P. 98-99

Nonfiction Assessment

Exhibition Assessment



BROWN BAG ASSESSMENT  
EXAMPLE OF UDL AND ASSESSMENT



- ✓ Note Card
- ✓ Practice Tests
- ✓ Individual/Group Review
- ✓ Chunking



- ✓ Check anxiety level
- ✓ Give immediate feedback
- ✓ Complete one problem / question from each section
- ✓ Self-monitoring



## AFTER

### Retake

### Make Corrections

### Alternative Grading

- 30 questions - Test is worth 25
- 30 questions – Teachers grade only those 20 identified as important for mastery of topic
- 30 questions – Student attempts 22 misses 3, and grade is based on 19 out of 22
- Multiple Grades – One grade for content, one for mechanics
- Give Partial Credit



## SELF ADVOCACY TRAINING

Share student's file

Sharing IEP

Showing FAT City

Writing letter to teachers

Talking to teacher



## GOOD TEACHING IS GOOD INCLUSIVE TEACHING!

Think of all of the things we WOULD do if only we had the time:

- Multimedia presentations
- Daily agenda
- Daily assignments (brief!)
- Engaged learning maximized
- Interesting attention-getters!
- Learning stations
- Extension activities
- Call all parents weekly
- Ensure failure is not an option