

Collaborative Teaching and Teachers Role in an Effective Approach to Inclusive Education

Deep Kumar¹ & Dr. Madhu Singh²

¹Research Scholar, School of Educational Training and Research, Aryabhatta Knowledge University, Patna, Bihar – 800 011

²Professor, St. Xavier's College of Education (Autonomous), Patna, Bihar – 800011.

Abstract: Many teachers are excited about engaging in co-teaching to provide specialized education services to their students with disabilities. This collaborative approach allows all students to stay in the public education classroom. Under current law, there is no room for any child, and teachers and school departments help ensure that this model of inclusive education is accessible to all students in the public education curriculum. The following defining characteristics identify the unique relationship of co-teaching.

Keywords: Collaboration, Inclusive Education, Co-teaching

Introduction

Collaborative teaching is a model that emphasizes collaboration and communication between all team members to meet the needs of all students. However, group formation often varies from teacher to teacher and from school to school. Despite the growing popularity of this service delivery model, the sector currently does not have a strong database on the efficiency of this model. Research is limited to case studies, observations, survey studies, and reports from teachers participating in the process. However, since the work is currently completed, there are many benefits presented in the literature that include greater exchange of strategies among professionals, increased understanding of all student needs, stronger teaching programs based on general educational content for students with disabilities, increased admission of disabled students of their peers, and reduced professional fatigue. Within the collaborative textbooks, there are a number of common themes that are important for this model to be used effectively. These themes focus on the need for communication between co-teachers, administrative support, common philosophies, and planning time.

Students at all levels of education benefit from greater teacher attention in small group activities that enable alternative assignments and co-teaching. Co-educational teaching is the most intensive and personalized instruction in the public education system while increasing access to the public education curriculum while reducing stigma for students with special needs. Students have the opportunity to increase their understanding and respect for students with special needs. Students with special needs are more likely to continue teaching because teachers benefit from exchanging professional support and teaching practices.

Co-teaching involves two or more certified professionals who contract to share instructional responsibility for a team primarily with mutual ownership, pooled resources and collective responsibility for specific content or objectives in a classroom or workplace. (Friend & Cook 2016)

What is co-teaching?

Collaborative teaching is often seen as two academic professionals working together to work for a group of complex students. The general teams of teachers found to be involved in teaching relationships are:

- a. Specialists and General Educators
- b. paraprofessional and a specialist or general educator
- C. Two general education teachers
- d. Speech / language pathologists and a specialist educator or general educator
- e. Social worker and a special educator or general educator
- f. Other support staff (volunteers) and special educator or general educator
- g. Selected teachers (BE, music, arts, computers, foreign languages, etc.) and a specialist educator or general educator

These teams come together for a common purpose and generally meet a wide range of learners very effectively. These teams may have a long-term agenda to work together (a full academic year) or short-term programs such as integrating a unit or preparing students for certain skills (e.g., state testing, science program). For the purpose of this volume, although there are many co-teaching relationships, the examples focus on collaboration between general and special education teachers in the public education classroom. If you have other types of relationships in your school, think about how those roles relate to those described.

What does co-teaching look like?

The literature explains that 5 types of co-teaching emerge when two professionals work together. Types of co-teaching tools. These 5 models were introduced in the literature in 1993 and are being further refined and further developed by researchers in this field. Keep in mind that the arbitral tribunal is not yet aware of the effectiveness of co-teaching, but when the clear expectations and meaningful application of the skills of both educators are not clear, this model may be ineffective in the eyes of the teachers involved and the increasing pressure to measure student learning. With this warning in mind, this module will focus on how to increase the effectiveness of this model and provide tools used to increase teacher satisfaction and a strong focus on student learning outcomes.

Co-Teaching Across the Grade Levels

How do these patterns differ at different age levels? Here are some things to consider about co-teaching at the elementary, middle and high school levels. Finding time to plan an obstacle at all levels. The following discussion on various grade level information is provided to help find time at the grade level.

Elementary School

The primary advantage of co-teaching at an early level is that students with disabilities are usually taught by one teacher and may visit other teachers for specialized tutoring. At the elementary level, the special educator can work closely with that one teacher and meet the needs of a student. The disadvantage of co-teaching at the elementary level is that most students with disabilities have disabilities in the reading area, and often reading is scheduled for all grades in the morning. If the school employs only one or two special educators, it can be challenging to plan co-teaching in the reading area. One thing teachers need to keep in mind is that collaboration with a teacher does not have to be the same every day or even 5 days a week. For example, teachers at this level have found greater success in trying to work 2 days a week in one classroom and 3 days in another class the next week on the switch. Another strategy to consider at this level is a floating planning period. If the special educator has a different planning time each day of the week, this system allows him to work with general educators 4 days a week, but also offers planning sessions throughout the day instead of a specific period.

Middle School

If you are running a truly middle school, read the ideas. If your school follows the junior high model, it is a good idea to consider the ideas recommended in the high school section. At this level there are a number of issues related to co-teaching that focus primarily on student and teacher issues. For teachers, the primary issue ensures that "real" collaboration occurs between content area teachers and special educators. In many middle schools, there is a team of special educators and a team of 4 content teachers. In a strong, co-taught middle school setting, special educators are appointed as members of the Intermediate Committee (usually by grade level). At this level, as is true at all levels, students with disabilities included in the co-taught system should feel positive about themselves. Some ideas to address this may include a resource period of once a day, in which students are given a 5-minute overview of the content they will be learning the next day. For students at this level, positive self-esteem is very important, and it can be helpful to help students feel like they are ahead of the class rather than behind their peers.

High School

At this level, this system is very accommodating to co-teaching and very challenging to plan. If your school uses a block schedule, this system will be most beneficial with a learning environment for students with disabilities. However, for special educators, this may indicate that they are limited in the number of classes that can be hidden in this type of structure. Therefore, dividing the time between 2 blocks or attending one class 3 days a week and another class 2 day a week. The other barrier that occurs at the high school level is the lack of intermediate planning. Often the structures in many high schools focus on planning within content groups (which is also true in the junior high model), which sometimes makes learning unsatisfactory and requires the special educator to work on multiple content teams. This discrepancy may limit the planning time that the special educator may see with the general educator, and it may be a major barrier if the special educator has limited content knowledge. One idea to consider at this level is to start hiring special educators with content areas instead of disabilities that they should teach throughout the content areas. In this time of testing more stocks, this type of system can provide a highly effective model for special educators to become competent in content areas to ensure that students are successful in meeting state eligibility requirements. This type of system allows for greater balance between specialist educators and content-specific teachers.

Keys to Successful Co-Teaching

As with any teaching technique, the skill of the teacher is more important than the technique, otherwise important. However, there are (at least) three important issues in co-teaching that teams should look out for before starting the process. If you are currently co-teaching, you may want to think about these issues to refine what you are already doing.

1. Planning

This seems obvious, but co-teaching groups need time to plan and commitment to the planning process. If one teacher shows up on time and the other always arrives late, this lack of commitment can hinder the team process. At a minimum, teams need 10 minutes per lesson to plan (Deeger 2001). This figure was collected from teams that were not on their first-year squad. So, in the first year, you may need extra time to plan. Groups should not start their planning period with child-specific issues (e.g. the latest stunt a student pulled today), but they should focus on planning a lesson for the entire class. Child-specific issues should be addressed throughout the planning process or after lesson planning is complete. Remember, if no planning time is available, this will limit the types of co-teaching you can use in your school.

2. Relocation

It is important to consider the philosophy that two teachers work together. If one teacher believes that all students should be included, that appropriate accommodation is necessary, and that another believes that having high standards is the same for all students, these differences will greatly hinder the co-teaching process. Before embarking on the co-teaching process, it is important to discuss your perspectives on things like honesty, quality, behaviour management and teaching philosophy in order to become a competent team.

3. Evaluation

This area is one that does not follow the co-teaching approach in many private classrooms and many schools. If co-teaching is going on throughout the school, a systematic approach should be used to assess both teacher satisfaction and student learning with this model. If teachers work in a group setting, at least every 4 weeks, set aside a few minutes to discuss two important questions: "How do we co-teach the needs of both teachers?" (For example, does the special educator meet the needs of individual students, does the content teacher meet local and state standards, and most importantly, "Are we doing good for all students?") Due to or not everyone can learn because the curriculum is being modified, then these teachers need to talk about this issue and learn how to effectively deal with the needs of this student and yet the whole class. If such issues arise, that does not mean that co-teaching should not continue, but changes and changes should be the expected part of the co-teaching process.

Barriers to performance

Many things can stand in the way of effective teaching in general. However, some issues that are unique or important to the co-teaching process are described below with some suggestions on how to deal with these issues.

1. Time

Time to plan, time spent creating a school-level support structure for co-teaching, time spent preparing students and time given to teachers to develop personal and professional relationships. All of these can greatly affect the co-teaching process. This report does not mean that co-teaching should take more time, but initially, time should be set aside for students, including students, to create a school and classroom that supports teaching groups. Leadership should guide teachers in using this type of model or teachers should develop their own skills. It is important to do this type of structure throughout the school, as tables for students with disabilities and co-taught groups should be created first, and then other activities should fill around these important structures. No matter how creative, a certain amount of time or structure for this process will affect the success of this model.

2. Quality Separation

The same applies to standardization, just as time and structure must be determined and planned before the start of a co-teaching relationship. Co-teaching groups need to determine how students with different learning needs will be graded in their classrooms before the semester begins. Other ideas for grading are given below, but the most important variable to remember is to determine how students will be evaluated before the start of the semester instead of at the end of the grading period.

3. Student Readiness

Many students with disabilities were not included in the general education curriculum even 10 years ago. They were often pulled out and taught individual skills or curricula. It is important to remember that enrolling students in public education co-educational institutions does not guarantee their success. One of the struggles that teachers at the higher level have to admit is that many students with disabilities have a different education and may have large gaps in their knowledge base. Just as teachers prepare themselves for a co-teaching relationship, a similar type of product may be needed to help students with disabilities and students enrolled in a class with academic or behavioural gaps compared to their peers.

4. Teacher Readiness

Even in strong schools with strong teachers, opposition to the co-teaching model can occur because teachers are often considered autonomous. The best way to address the school-level co-teaching model is to inform teachers (preferably using a family model) that next year is co-teaching. Teachers should then be allowed collective autonomy to design models or structures that work for them, but teachers should also be allowed collective autonomy to design working models or structures that work for them using the collective responsibility that these structures display, showing how they are with collective responsibility to ensure that all students are in their less controlled environment, using co-teaching to achieve strong achievements.

5. High Stock Testing

The key issue for everyone at every grade level in each district is the issue of how co-teaching affects testing. As mentioned earlier, the clear evidence does not indicate a conclusive outcome for co-teaching, but with it, it is necessary to consider a

few things regarding the impact of co-teaching in the standardized assessment. First, any effort that is implemented must be carefully and carefully planned to ensure the success of all students. For example, if 15 students with the same disability are included in a classroom, co-teaching can occur, and how will this affect the other 12-15 students in that class? Research clearly indicates that diverse learning communities are highly productive, but when we include students with multiple disabilities, this factor is quickly forgotten. Second, is the co-teaching model implemented as a cost-saving effort, or in some cases as a dumping model, in order to raise students' test scores? If students with disabilities are admitted without adequate support, it is not only against the law, but will ensure the failure of the co-teaching relationship. Third, are current assessments and data collected that reflect the purpose of the co-taught system? Whether co-teaching occurs in a classroom or at the school level, data on the behavioural, educational, and social skills of all students should be collected and continuously evaluated. If this does not happen, it is too late to wait until the local or state assessment indicates that the students are failing. Fourth, as data is evaluated, school leaders should look at data and data. Are students going up for the first time in a particular quarter? Students who are considered "at risk" but do not qualify for specialized services repeatedly talk about their sense of success for the "first" time in "taught" organizations. Finally, ask the data and students. In my work, gifted students reassure me over and over again that they like the classrooms they teach, but students with behavioural challenges often say they "get into too much trouble" or "don't want to be a double team". In both cases, our state or local estimates do not appeal to students; However, these are important to consider in all classrooms, but especially in co-taught systems.

Conclusion

As with any educational practice, if implemented in a school that embraces the philosophy of admission, co-teaching can be successful, teachers are given time to define their roles and continue to plan. In addition, students with disabilities working in the co-taught system should be prepared for this service delivery change. Finally, administrators and teachers need to develop tools to evaluate the success of all students in this model, measure their success, and make changes when co-teaching does not work. In the following section, there are many tools to help you think about your school, your classroom and most importantly your students, trying to create the most successful co-taught environment for all students.

References

1. Department of Education. (1977). Report on open plan education in New Zealand. Wellington: Department of Education. Dillenbourg, P. (1999). What do you mean by collaborative learning? In P. Dillenbourg (Ed.), Collaborative-learning: Cognitive and computational approaches. (pp. 1-19). Oxford: Elsevier.
2. Peterson, N. L. (1991). Interagency Collaboration Under Part H The Key to Comprehensive, Multidisciplinary, Coordinated Infant/Toddler Intervention Services. *Journal of Early Intervention*, 15(1), 89.
3. Atkin, J. (1999, August). Values for a learning community: Learning to know. Paper presented at the meeting of the Victorian Principals' Conference, Melbourne. Retrieved from <http://www.learning-bydesign.com/>
4. Groves, K. (2010). *I Wish I worked There!* Chichester, UK: Wiley.

5. Holt, J. (1971). *What do I do Monday?* London: Pitman.
6. Image of 'School without Walls' from http://www.rosanbosch.com/#/476615_498640/ Image of John Holt's four worlds from Atkin, J. (1999, August). *Values for a learning community: Learning to know*.
7. Ontario School Library Association. (2010). *Together for Learning: School Libraries and the Emergence of the Learning Commons*. Ontario: Ontario School Library Association. Retrieved from http://www.accessola.com/data/6/rec_docs/677_OLATogetherforLearning.pdf
8. Friend, M., & Reising, M. (1993). Co-teaching: An overview of the past, a glimpse at the present, and considerations for the future. *Preventing School Failure*, 37(4), 5-10.
9. National Center for Educational Restructuring and Inclusion. (1995). *National study on inclusion: Overview and summary report*. New York: City University of New York.
10. Nevin, A. I., Thousand, J. S., & Villa, R. A. (2009). Collaborative teaching for teacher educators: What does the research say? *Teaching and Teacher Education*, 25, 569-574. Nevin, A. I., Thousand, J. S., &
11. Villa, R. A. (2007). Collaborative teaching: Critique of the scientific evidence. In L. Florian (Ed.), *Handbook of special education research* (pp. 417-428). London: Sage.
12. Villa, R. A., Thousand, J. S., & Nevin, A. I. (2008). *A guide to co-teaching: Practical tips for facilitating student learning* (2nd ed.). Thousand Oaks, CA: Corwin Press.
13. York-Barr, J., Ghere, G., & Sommerness, J. (2007). Collaborative teaching to increase ELL student learning: A three-Year urban elementary case study. *Journal of Education for Students Placed at Risk*, 12(3), 301-335.
14. Woolner, P. (2010). *The design of learning spaces*. London: Continuum.
15. York-Barr, J., Ghere, G., & Sommerness, J. (2007). Collaborative teaching to increase ELL student learning: A three-Year urban elementary case study. *Journal of Education for Students Placed at Risk*, 12(3), 301-335. http://www.specialconnections.ku.edu/?q=collaboration/cooperative_teaching