General Education Curriculum Snapshots

Curriculum/content area: _____

Content teacher: _____

WEEK	BIG IDEA	MOST DIFFICULT CONCEPT	MINIMUM LEVEL OF MASTERY
One			
Two			
Three			
Four			
Five			
Six			
Seven			
Eight			
Nine			

H4

Individual Student Needs Summary

Student Name: _____

Collaborative Teacher: _____

Area of Focus	Accommodations Recommended	Additional Notes
Reading/Language Arts		
Math		
Written Communication		
Oral Communication		
Behavior		
Assessment		

What Behaviors are Critical for Success in each Area?

BEHAVIOR	What specific behaviors do successful students exhibit related to each area?
Attitude toward school	
Preparing for class	
General organization	
During class	**Behavior**
	Disruptions
	Communication
	Note-taking
	Answering questions
	Activities
Group work	
Preparing for tests or state assessments	
Completing homework	

S.H.A.R.E.

Sharing Hopes, Attitudes, Responsibilities, and Expectations

Directions: Take a few minutes to individually complete this worksheet. Be honest in your responses. After completing it individually, share the responses with your co-teaching partner by taking turns reading the responses. Do not use this time to comment on your partner's responses—merely read. After reading through the responses, take a moment or two to jot down any thoughts you have regarding what your partner has said. Then, come back together and begin to share reactions to the responses. Your goal is to either (a) Agree, (b) Compromise, or (c) Agree to Disagree.

1. Right now, the main hope I have regarding this co-teaching situation is:

2. My attitude/philosophy regarding teaching students with disabilities in a general education classroom is:

3. I would like to have the following responsibilities in a co-taught classroom:

4. I would like my co-teacher to have the following responsibilities:

H7a

5. I have the following expectations in a classroom:

   a. Regarding discipline:

   b. Regarding classwork:

   c. Regarding materials:

   d. Regarding homework:

   e. Regarding planning:

   f. Regarding modifications for individual students:

   g. Regarding grading:

   h. Regarding noise level:

   i. Regarding cooperative learning:

   j. Regarding giving/receiving feedback:

   k. Other important expectations I have:

H7b

Preliminary Discussion Questions

It is helpful for potential co-teachers to discuss their teaching philosophies, routines, and student expectations before making the commitment to co-teach. The questions below are designed to serve as a starting point for co-teaching discussion. Depending on previous experiences working together, some questions may not be relevant. Review the questions in advance and plan to spend about an hour together discussing these items. Remember that differences of opinion are inevitable; *differences are OK and perfectly normal*. Effective co-teachers learn and grow professionally from their work together. Competent professional skills, openness, and interest in working together are more important than perfect agreement on classroom rules.

1. What are your expectations for students regarding:
    a. Participation?
    b. Daily preparation?
    c. Written assignments and/or homework completion?

2. What are your basic classroom rules? What are the consequences?

3. Typically, how are students grouped for instruction in your classroom?

4. What instructional methods do you like to use (e.g. lectures, class discussions)?

5. What practice activities do you like to use (e.g. cooperative learning groups, labs)?

6. How do you monitor and evaluate student progress?

7. Describe your typical tests and quizzes.

8. Describe other typical projects and assignments.

9. Do you differentiate instruction for students with special needs? If so, how?

10. Is any special assistance given to students with disabilities during class? On written assignments? On tests and quizzes?

11. How and when do you communicate with families?

12. What are you strengths as a teacher? What are your areas of challenge? How about your pet peeves?

13. What do you see as our potential roles and responsibilities as co-teachers?

14. If we decide to co-teach together, what are your biggest hopes for our work as a team? What are your biggest concerns?

Walter-Thomas, C. & Bryant, M. (1996). Planning for effective co-teaching. *Remedial and Special Education, 17*(4).

Teaching Style Inventory

This inventory is designed to gauge your teaching preferences and styles. There are no right or wrong answers to these questions. Below, you will find twelve items, each of which contains four statements about ways you might respond in your teaching, through the way you might behave, think or feel. Rank the four statements to reflect how well they describe the way you teach. Occasionally you may feel that none describe you, or all describe you. In these instances you should force yourself to rank the statements in the best manner possible in order to get an accurate picture of your particular styles.

Please rank the statement that **best** describes your response with a **4**. The next best statement should receive a 3, the next a 2, and finally the least descriptive statement should receive a 1.

1. *When I teach my class, I would be most likely to:*
    _____ A. Include students' life experiences or pre-existing knowledge when I introduce a concept.
    _____ B. Incorporate reading assignments that provide the background for each concept introduced.
    _____ C. Require students to learn by doing creative problem solving exercises, lab activities, and projects.
    _____ D. Engage students in problems that are outside the realm of possibility to force them to think creatively.

2. *When I teach my class, I would be most likely to:*
    _____ A. Suggest that students collaborate on their assignments rather than compete.
    _____ B. Instill the relevant facts and procedures. When students cannot pass the state exam or do not have the prerequisite knowledge from my class to the next one they take, I have failed as a teacher.
    _____ C. Assign a wide variety of tasks that facilitate learning for understanding, even though this sometimes takes longer than originally planned.
    _____ D. Cultivate scholarship and independent thinking/reasoning skills by providing optional assignments that can be done outside of class.

3. *When I teach my class, I would be most likely to:*
    _____ A. Tie concepts to applications in the real world.
    _____ B. Institute a regularly scheduled time for skill building where students practice their use of problem solving.
    _____ C. Guide students in their desire to invent new methods for soling problems and/or representing data.
    _____ D. Introduce students to the possibility that for some problems there is no right answer.

4. When I teach my class, I would be most likely to:

_____ A. Challenge students to challenge their own understanding by valuing the opinions of other students

_____ B. Supply students with the structure they need to recall and repeat the appropriate facts and procedures from memory to pass the end-of-unit test.

_____ C. Capitalize on student curiosity about unfamiliar situations

_____ D. Specify a certain amount of time in class for homework.

5. When I teach my class, I would be most likely to:

_____ A. Become concerned if I feel as though students are asking the question, "Why do I have to do this?"

_____ B. Insist that students follow my lecture, and frequently question them during the lecture as a check of where I am. Often I require that notes be taken as well.

_____ C. Supply time for exploration and discovery where students have the opportunity to answer their "what if" questions.

_____ D. Allow students to develop their own problem solution process.

6. When I teach my class, I would be most likely to:

_____ A. Illuminate students' misunderstanding by having them describe their thought processes and explain their ideas.

_____ B. Provide a relatively complete content structure for students to memorize so that they build upon this knowledge later.

_____ C. Present scenarios involving many concepts that provide material for class discussion about solutions and predictions.

_____ D. Devote time to skill drills where each student works alone.

7. When I teach my class, I would be most likely to:

_____ A. Try to provide a rationale for learning that motivates students based upon relating what they are taught with what they know will help them later in life.

_____ B. Provide many problems of the same type—repetition can help transfer knowledge to new situations.

_____ C. Introduce manipulatives or software, so that students can represent concepts concretely.

_____ D. Require that students commit facts to memory.

8. When I teach my class, I would be most likely to:

_____ A. Assign student roles for activities, such as equipment manager, timer, measurer, recorder, observer, evaluator, etc.

_____ B. Enforce accurate application of a solution procedure by using already learned responses to solving the problem or similar problems.

_____ C. Foster creative problem solving that has some element of discovery embedded, forcing students to find the new rule or principle.

_____ D. Walk around while students are working, speaking to them individually about my observations, or asking them questions about their problem-solving process or procedures.

H9b

9. When I teach my class, I would be most likely to:

_____ A. Help students understand that real life situations and scenarios cannot be carried out without an understanding of what they are learning.

_____ B. Relate the method for solving a problem as explicitly as possible.

_____ C. Encourage different approaches to problem solving that help students understand their reasoning skills and processes.

_____ D. Present the facts first.

10. When I teach my class, I would be most likely to:

_____ A. Situate students in groups when assigning worksheets.

_____ B. Amplify the importance of attaining the correct answer.

_____ C. Assist students in moving gradually from representing information concretely to representing information abstractly.

_____ D. Identify and point out during lecture the finer points in my problem solving methods that should be of assistance to all students.

11. When I teach my class, I would be most likely to:

_____ A. Scaffold upon previously understood concepts and knowledge that can be concretely examined based upon experiences at home, with friends, or activities that students find interesting and valuable.

_____ B. Frequently provide quizzes that help me understand how well my students are able to apply the problem solving methods they have been provided.

_____ C. Establish activities that require collecting data, analyzing that data, making conclusions and/or predictions from it, followed by group reflection on the fundamental concepts involved in their data collection and analysis process.

_____ D. Ask open-ended questions that allow students to explore their ideas and creative thoughts in whatever direction they choose.

*12. When I teach my class, I would be most likely to:*

_____ A. Structure group activities that require students learn to use interpersonal skills.

_____ B. Maintain the position that even though a problem may be solvable empirically, students must learn the analytical solution first before they begin to make such predictive solutions to problems.

_____ C. Expand the ability of students to transfer their knowledge to new situations by incorporating project-based approaches.

_____ D. Eliminate activities where the result is not distinctly attributable to individual students.

H9c

Scoring: Complete the table below with the rankings for each item, then add your score for each column.

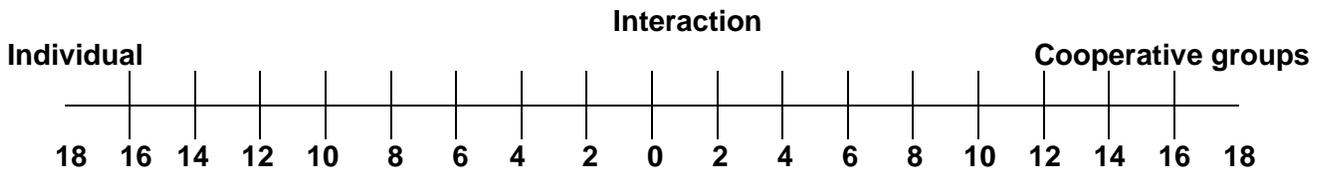| Odd Numbered Items								Even Numbered Items							
A		B		C		D		A		B		C		D	
#	Rank	#	Rank	#	Rank	#	Rank	#	Rank	#	Rank	#	Rank	#	Rank
1		1		1		1		2		2		2		2	
3		3		3		3		4		4		4		4	
5		5		5		5		6		6		6		6	
7		7		7		7		8		8		8		8	
9		9		9		9		10		10		10		10	
11		11		11		11		12		12		12		12	
Total															

H9d

RESULTS

1. Subtract the smaller number from the larger number in columns Odd-A and Odd-D, and plot it on the bar **below**. If A was larger, plot your score on the <u>right</u>. If D was larger, plot your score on the <u>left</u>. *This number will be the X coordinate on the Teaching Goals Matrix.*

Concept Representation

Abstract   **Applied**

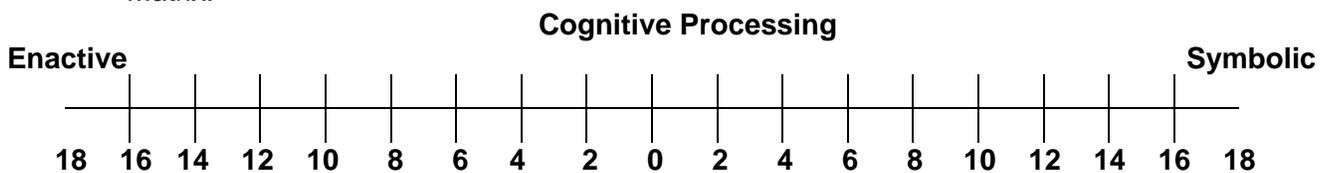18 16 14 12 10 8 6 4 2 0 2 4 6 8 10 12 14 16 18
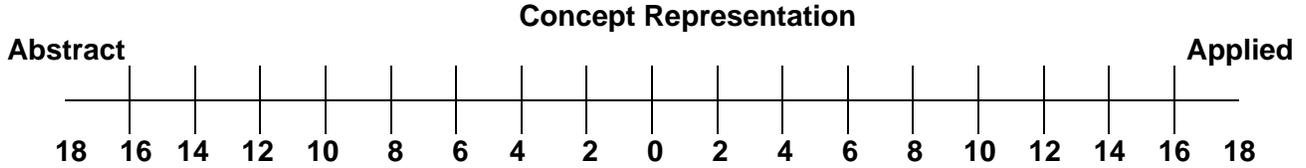
2. Subtract the smaller number from the larger number in columns Even-B and Even-C, and plot it on the bar **below**. If B was larger, plot your score on the <u>right</u>. If C was larger, plot your score on the <u>left</u>**.** *This number will be the Y coordinate on the Teaching Goals Matrix.*

Learning

Understanding   **Rote**

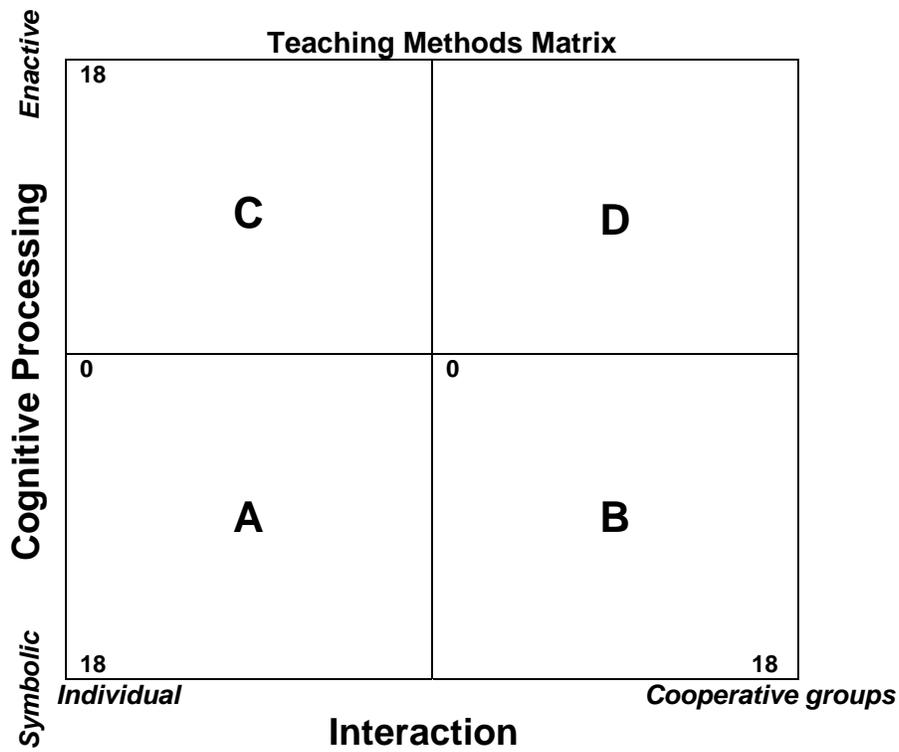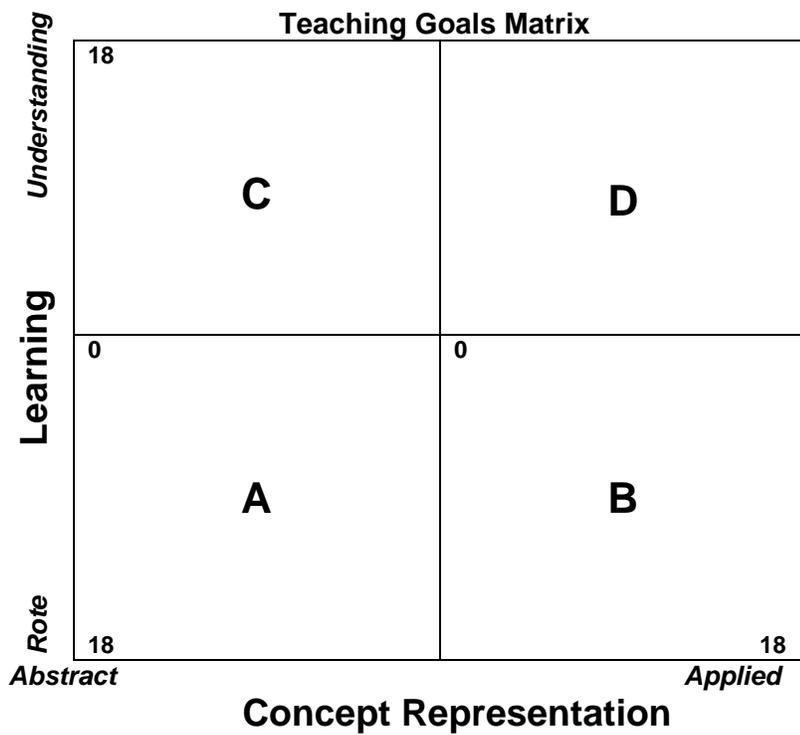18 16 14 12 10 8 6 4 2 0 2 4 6 8 10 12 14 16 18
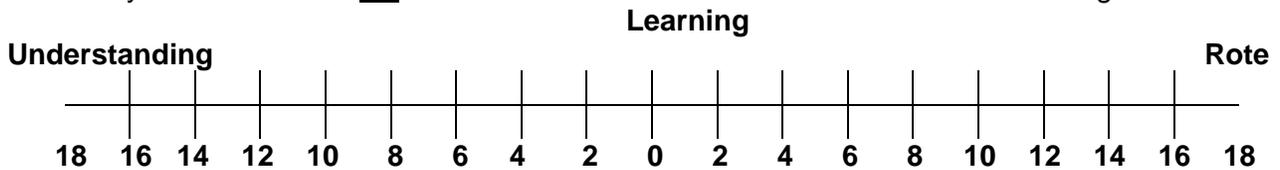
3. Subtract the smaller number from the larger number in columns Even-A and Even-D, and plot it on the bar **below**. If A was larger, plot your score on the <u>right</u>. If D was larger, plot your score on the <u>left</u>**.** *This number will be the X coordinate on the Teaching Methods Matrix.*

Interaction

Individual   **Cooperative groups**

18 16 14 12 10 8 6 4 2 0 2 4 6 8 10 12 14 16 18

4. Subtract the smaller number from the larger number in columns Odd-B and Odd-C, and plot it on the bar **below**. If B was larger, plot your score on the <u>right</u>. If C was larger, plot your score on the <u>left</u>**.** *This number will be the Y coordinate on the Teaching Methods Matrix.*

Cognitive Processing

Enactive   **Symbolic**

18 16 14 12 10 8 6 4 2 0 2 4 6 8 10 12 14 16 18

H9e

Teaching Goals Matrix

Understanding

18

C	D

0   0

Learning

A	B

Rote

18   18

Abstract   *Applied*

Concept Representation

Teaching Methods Matrix

Enactive

18

C	D

0   0

Cognitive Processing

A	B

Symbolic

18   18

Individual   *Cooperative groups*

Interaction

H9f

Teaching goals matrix interpretation

Quadrant A: Teacher prefers rote learning to analysis. Example: students memorize abstract facts, such has multiplication tables through repetition.

Quadrant B: Teacher prefers rote learning and focuses on practical applications. Example: students learn practical facts about the real world, such as the available numerical apertures on fiber optics and the tensile strength of different sizes of nails.

Quadrant C: Teacher prefers analysis to rote learning but does not focus on practical applications. Example: students learn abstract processes, such as how to plot vectors representing forces on an object in a space.

Quadrant D: Teacher prefers analysis to rote learning and focuses on familiar applications. Example: students are presented with real-world problems in which they use formulas and processes such as plotting designs for car parts using AutoCAD.

Teaching methods matrix interpretation

Quadrant A: Teacher prefers to have students process information via symbols and language and work as individuals. Example: students listen to lecture.

Quadrant B: Teacher prefers to have students process information via symbols and language and work in groups. Example: students discuss problems in groups.

Quadrant C: Teacher prefers to have students learn through manipulatives used individually. Example: working individually at computers, students explore physics principles by manipulating variables in interactive applets.

Quadrant D: Teacher prefers to have students learn through hands-on activities completed collaboratively. Example: team lab projects.

H9g

Subject _____

Class Hour _____

Target Students
_____
_____
_____
_____
_____

Day/Date	Big Idea/Goals	Lesson Activities	Assessment
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

This page is designed to be completed by the General Educator

Subject _____

Class Hour _____

Students with Special Needs
_____
_____
_____
_____
_____

Co-Teaching Structure	Behavioral & Academic Adaptations (based on IEP goals/objectives)	Materials/ Support Needed	Team Notes
Select an appropriate structure one lead, one support station teaching parallel teaching alternative teaching team teaching			

This page is designed to be completed by the Special Educator

Example of Lesson Plan Tool

P
Plan the purpose of the lesson

What will students accomplish?	Why is this important/what are the benefits?

L
Link lesson to student needs & interests

How can the assignment be personally relevant to students?	Options/Choices?	Possible pitfalls to completion?	Solutions to these pitfalls?

A
Arrange clear student directions

Action steps	Supplies and resources	Grading criteria
		Due date: Pts:

N
Note evaluation date & results of lesson

Date to review assignment outcomes: Results:	Results and additional notes:

H11

Tracking Our Progress through the 3 Stages

Date:	CURRENT STAGE Beginning/ Compromising/ Collaborative	STRENGTHS	AREAS OF CHALLENGE
Physical Arrangement			
Familiarity with Curriculum			
Curriculum Goals and Modifications			
Instructional Presentation			
Classroom Management			
Assessment			

H12