English Language and Special Education Teacher Guidance for Access to General Education and the Common Core

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Keys Points to Access

How do we create points of access for student with diverse needs?
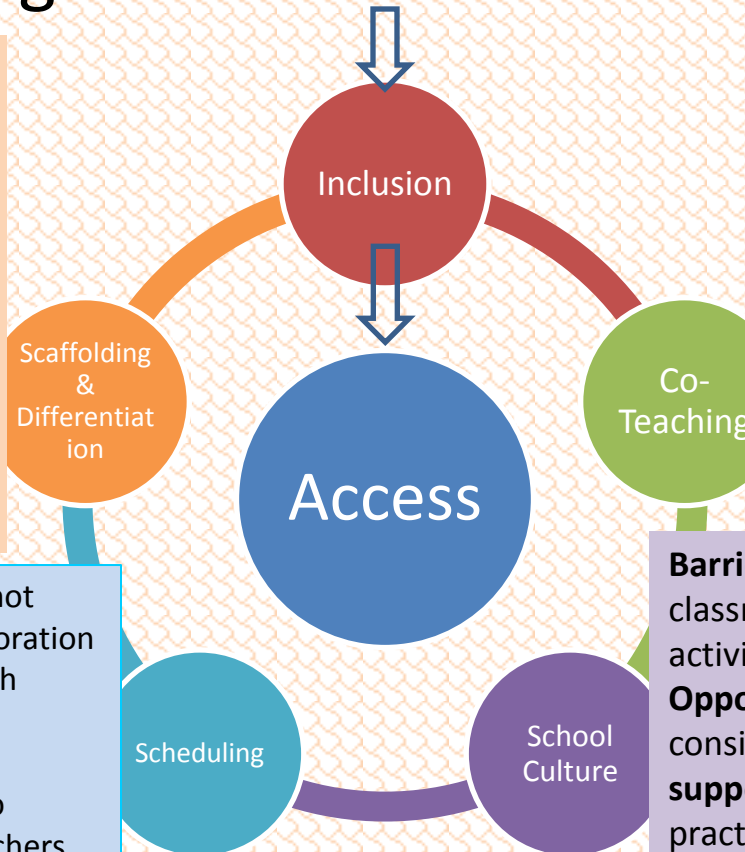
Inclusion

Reducing **barriers** and developing tools, practices, and resources that support **opportunities** for diverse learners to be in general education environments.

Barrier- Teachers and support staff that don't really understand how to create classrooms with built in systems of S&D nor understand how to implement individually.
Opportunity –Look for opportunities during **ALL Staff** meetings and PD times to engage specialists as experts in these methods

Barrier-Lack of support for learning challenges related to language, cognition emotional regulation, etc..
Opportunity -shared planning and instruction to include and engage diverse learners with diverse needs.

Inclusion

Scaffolding & Differentiation

Co-Teaching

Access

Barrier- Schedule development does not create TIME in the schedule for collaboration by **EL Teachers / Special Educators** with **General Education Teachers**
Opportunity – Create spaces and opportunities for these professional to collaborate and plan with Regular Teachers

Scheduling

School Culture

Barrier- absence of culturally responsive classrooms / instruction, school activities, and opportunities
Opportunity – Clear **leadership** that considers **ALL** students in the school and **supports** teacher moves that promote practices which create acceptance and inclusion in school culture.

Key Concepts for Successful Co-Teaching

What factors contribute to a successful co-teaching relationship?

- Common Planning Time
- Flexibility
- Reduction of EGO
- Honesty in Communicating about "how it's going"
- Humor
- Administrative Support
- Teacher Commitment to Planning

Co-Teaching Activity Part 1

Look for:
- Strategies
  - How do teachers improve access to content?
- Interaction
  - How the teachers interact with each other in covering the needs of the classroom?
- Other observations you notice that support student engagement.

Video

How might this differ to meet the needs of English Learners?
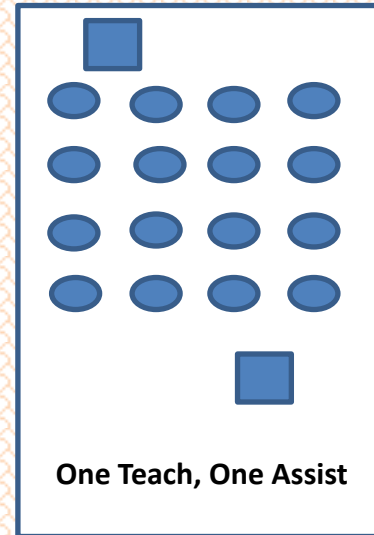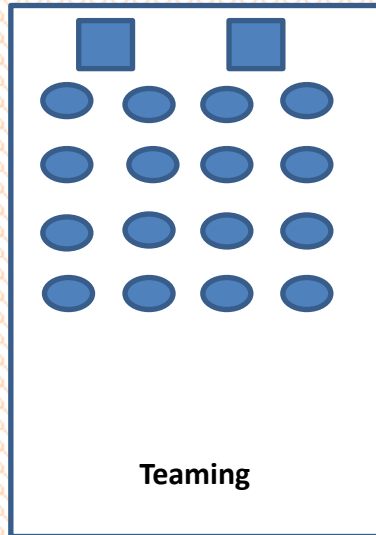
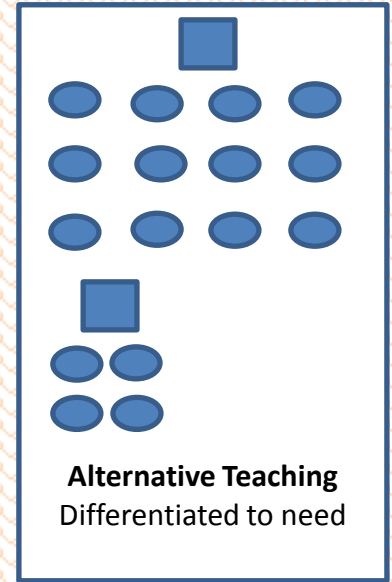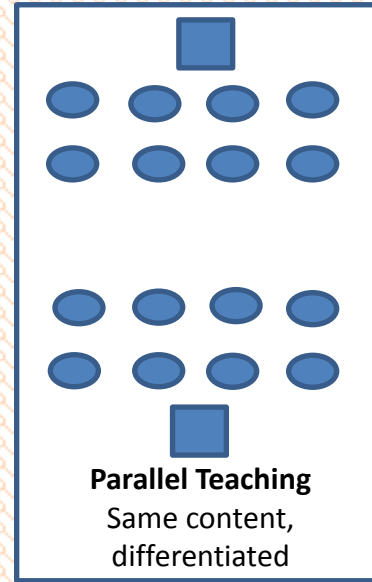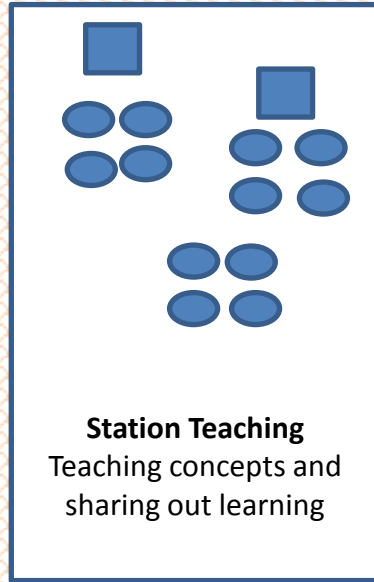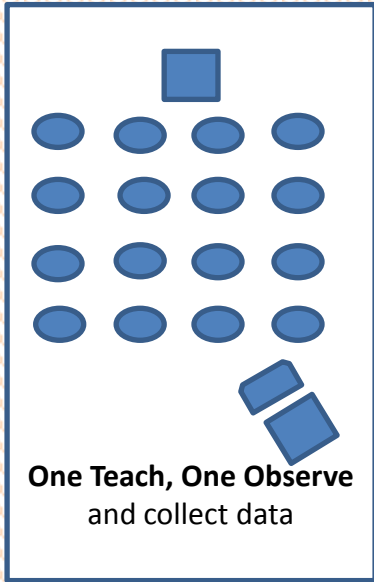# Co-Teaching Activity Part 2

Look for:
Scaffolding and Differentiation
What types of student supports, differentiation, and/or accommodations do you observe?

Video

How might this environment differ to meet the needs of English Learners?

Co-Teaching Models

One Teach, One Observe
and collect data

Station Teaching
Teaching concepts and
sharing out learning

Parallel Teaching
Same content,
differentiated

Alternative Teaching
Differentiated to need

Teaming

One Teach, One Assist

Co-Teaching Common Core Connections

- Both teachers are aware of the standards they are pursuing.

- English Language and Special Education Teachers primarily understand academic and language skills students need in order to access content standards.

- Both teachers can align their student learning and growth goals (SLG) to the standards and since they teach the same group of students.

School Culture and Scheduling

What considerations ensure that English Language and Special Education Teachers have the time to plan and collaborate with their General Education counterparts on a regular basis?

VIDEO

Questions?

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