

ROLES and RESPONSIBILITIES

Teachers are charged with the challenging task of assuring that each and every child feels welcomed and achieves to his/her highest potential. To that end, teachers must create a classroom environment where all students are valued for who they ARE, rather than for what they can do. Working collaboratively with other professionals, inclusive teachers understand and accommodate differences among learners, and provide strategies and adaptations for students to access their curriculum. The inclusive environment fosters students' social interaction and growth to ensure their development into confident, contributing members of their classroom and school communities.

SUPPORT FACILITATOR

- Deliver intensive one-on-one or small group instruction
- Provide strategies to address learner needs globally
- Implement differentiated review and re-teaching activities
- Identify and create accommodations and/or modifications for instructional delivery, student practice/products, and assessment
- Train student(s) to use accommodations and/or modifications; evaluate and adjust to increase effectiveness
- Provide input on grading
- Facilitate peer supports
- Develop and monitor behavior plans
- Find alternative strategies
- Assist in problem solving
- Other (s)...

Questions a support facilitator may need to address . . .

- Am I able to plan with the general ed. teacher?
- Am I comfortable with the material?
- Am I going into each classroom with a predetermined purpose?
- Do I have supplemental materials in each classroom for remedial instruction in specific skills?

CO-TEACHER

- Student receives direct in-class SPED services in the general ed setting
- The SPED teacher provides instructional support in the general ed classroom for a full subject period during the entire language arts block in elementary or secondary, e.g.
- Emphasis is on assisting the student in accessing the grade-level curriculum
- Is content area certified
- Includes oneself as an “equal partner” with the general education teacher
- Actively engages in teaching and supporting all students in the classroom

The general education teacher:

- Includes and actively engages with the SPED teacher as an “equal partner”
- Brings expertise in content area knowledge and instruction to the collaborative partnership
- Provides accommodations and strategies throughout the students’ day

Both Teachers:

- Share the responsibilities for planning, instructing and assessing all students
- Should collaborate to build a good working relationship
- Use a variety of “co-teaching structures” for whole and small group instruction
- Shifting roles on a flexible, rotating basis
- See “*Power of 2*” video for a demonstration of co-teaching structures:
- Teacher’s Choice #81114 on WLRN

- Employ a wide range of instructional methods, strategies and accommodations to meet the needs of all diverse learners
- Participate in individual, small and whole group instruction
- Instruct small groupings of students with and without disabilities and with mixed ability levels
- Engage in regular planning sessions together

CONSULTATIVE TEACHER

- Student with disabilities (SWD) is included in a general ed setting and external support services are provided
- Consultative services are provided to the general education teacher rather than direct SPED services being provided to the student
- Consultation comprises regularly scheduled sessions between teachers
- Frequency is indicated on student's IEP.
- Emphasis is on accommodations and strategies to assist the student in accessing the general ed. curriculum and meeting grade level standards

SPED teacher:

- Regularly supports the general ed teacher in meeting the needs of SWD
- Provides information and instructional resources
- Emphasis upon accommodations and strategies
- Maintains documentation of ongoing consultative sessions (SPED EMS)
- Updates student's progress on IEP as indicated in consultative sessions.

General education teacher:

- Is responsible for classroom instruction and assessment of the SWD
- Implements the Individualized Educational Plan (IEP) which includes providing accommodations
- Utilizes specific instructional strategies to ensure all students' access to curriculum
- Engages regularly in the consultative process
- Seeks additional assistance when needed to address student concerns