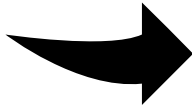


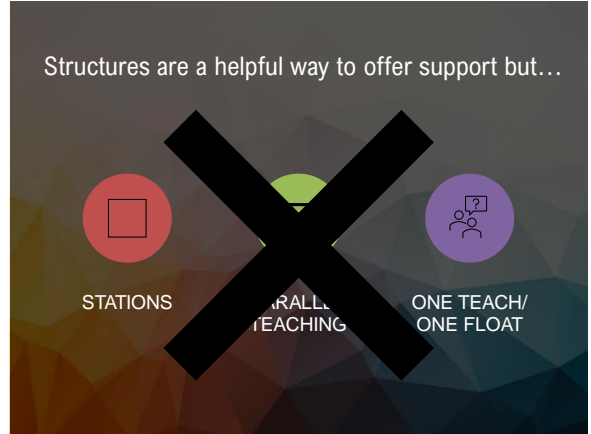


1

Co-Teaching Beyond the Structures



Paula Kluth, Ph.D.



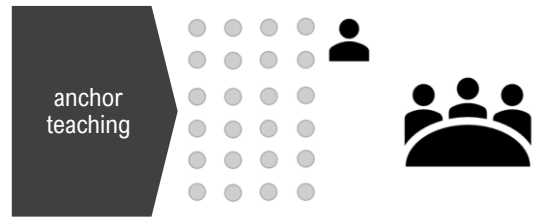
2



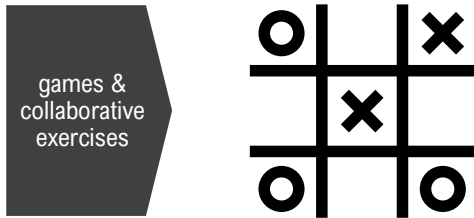
Paula Kluth, Ph.D.

- www.inclusionrules.com
- researcher/consultant/author
- author of 14 books on inclusive ed (e.g., UDL, co-teaching, autism)
- former professor of education & K-12 inclusion facilitator

3



4



5

talking sticks
[Kluth & Danaher--From Tutor Scripts to Talking Sticks]



6

moving to the music

[Udvari-Solner & Kluth (2017). *Joyful Learning*. Corwin Press.]



- Move when you hear the music.
- When the music stops, find a partner and answer a prompt/question.

1. What is something new you learned from the book?
2. What is something you learned about Kathrine Johnson from this book?
3. How does the math you are studying now connect to this book/story?

7

classify, sort & organize

[Udvari-Solner & Kluth (2017). *Joyful Learning*. Corwin Press.]



pop art

cubism

impressionism

an early 20th-century art style in which perspective with a single viewpoint was abandoned and use was made of simple geometric shapes, interlocking planes, and, later, collage.

8



Tic Tac Toe: Algebra 1

<p>Make a set of flashcards for this unit. You can use Quizlet, Google Slides, index cards, or any other tool you choose.</p> <p>CRAM</p>	<p>Choose any problem from the unit & create a comic strip about it. Use a character. Illustrate the steps of try your own approach.</p> <p>imgur</p>	<p>Make a video to help your classmates better understand variation, inequalities or functions.</p>
<p>Sign up for an "algebra challenge" lesson with Me. it or Me. it.</p> <p>zoom</p>	<p>Choose your own idea. Have a teacher sign off on your idea before you begin.</p> <p>wakelet</p>	<p>Create a website resource collection for this unit (tip, helpful tutorials, tips).</p>
<p>Choose any problem from this unit to create a Flipgrid video showing how to solve it. Be creative!</p> <p>Flipgrid</p>	<p>Watch one of these Inspiring Videos on equations.</p> <p>Brain POP</p>	<p>What is algebra? Make an Animoto video to explain it.</p> <p>ANIMOTO</p>

9

Remote Learning Choice Board

<p>Try something new!</p> <p>STEM 8th-10th grade</p>	<p>Virtual Field Trip Let's visit Arches National Park</p>	<p>Butterfly Pavilion Let's Chat! let.chatsails.com</p>	<p>Specialists Practice your keyboarding skills</p>
<p>Math in the Kitchen Coloured Mitten Salad</p>	<p>Sciencebob.com Make a snake drink out!</p>	<p>Build a Robot pioneer with Legos</p>	<p>Shower Zoo Virtual \$6.99 ZOO Fun You</p>
<p>What kind of sculpture can you make with rocks?</p>	<p>Invent a new snack by mixing your two favorite snacks</p>	<p>Tell a story from your pet's point of view</p>	<p>Passion projects what do you want to know more about? Easy and complete.</p>

- Provide choices.
- Connect students to standards.
- Great tool for IEP support & collaboration.

10

FIGURE 18.1: Tic-Tac-Toe Board: Cell Unit

<p>Create a card game about cells based on a popular game others know (Uno, Old Maid, Go Fish); play 3 games with at least 2 classmates.</p>	<p>Create a 3-D model of a cell using any materials you choose.</p>	<p>Complete a special project designed by you & approved by Ms. Grant or Ms. Yoshino.</p>
<p>Create a detailed graphic organizer comparing and contrasting a plant cell and an animal cell.</p>	<p>Read pp. 68-78 in the textbook and create a written summary of key points or use www.smore.com to make a flyer about the content.</p>	<p>Make a crossword puzzle using these words: cell wall, nucleus, organelles, cell membrane, chloroplast and 8 other terms from the unit that you choose. The clues should not be lifted straight from the definitions in the textbook; instead, try to stump the solver and show off your understanding of the terms.</p>
<p>Read <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot & write a review of it on Goodreads (www.goodreads.com).</p>	<p>Create a fictional Facebook account for your favorite cell; include at least 7 posts and 3 photos.</p>	<p>Design and perform an experiment about cells with your lab partner; be sure to write a complete lab report.</p>

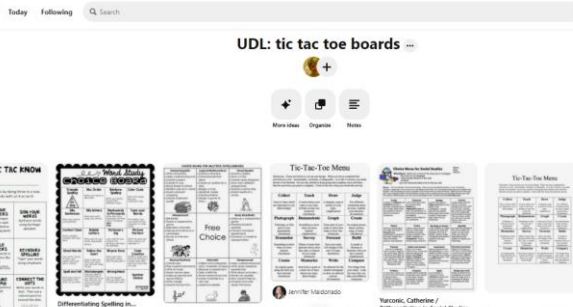
11



12



Paula Kluth



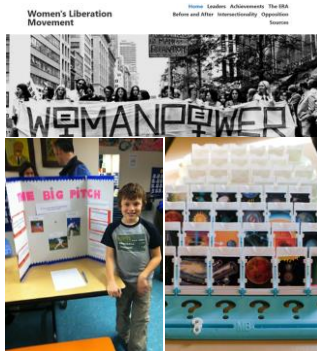
13

possible roles for 2

- Divide the class with each of you taking 1/2 the students.
- During tic-tac-toe "time", let students know which teacher's "team" they are on so they can direct their questions to that person and keep them updated on progress.



14

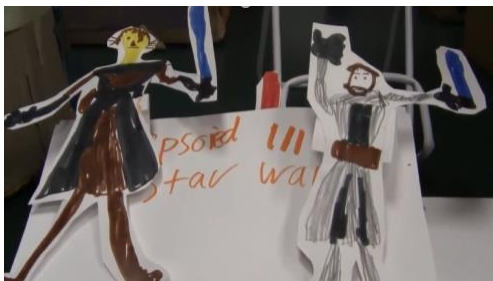


15

What can students do for genius hour (e.g., passion projects, innovation day)?

- write a song
- research a topic
- make a robot
- create a piece of art
- learn a new skill (e.g., ASL)
- make a movie
- develop a computer game
- make a business plan
- draft a novel
- plant a garden

16



- Could be:
- a day
 - an hour a week
 - a half day each month

17

Steve Asbell #5yainReachOut @steve_asbell

The 5yo didn't want to learn today, and yet...

He drew this design for a lego Technic vehicle (with written captions behind my back.

If you want an autistic kid to learn, let them lead the way. Let them utilize their special interests.

#AutisticParent #homeschooling

<https://www.steveasbell.com/>

18

Recruiting Interests

ENGAGEMENT

* Optimize Relevance, Value & Authenticity



Day 89 Innovate

If you have read Daniel Pink's popular book *Drive* (2011), you know about companies that encourage employees to spend a portion of their time engaging in projects of their choice. In some places, Pink reports, workers are encouraged to spend as much as 20 percent of their time on these projects.

Teacher-blogger Josh Stumpenhorst wrote about using this idea in schools. For one day, sixth graders in his school were allowed to focus on any activity they deemed worthy, interesting, or meaningful. This is UDL and then some. Not only did learners have choices in how they spent their time, but they could also work collaboratively and focus on areas of personal interest or skill.

Some of the projects students chose included

- * creating a Rube Goldberg machine,
- * writing and performing a comedy routine,
- * choreographing a dance,
- * producing a highlight reel of basketball moves,
- * building a model of the Eiffel Tower, and
- * writing a short story.

Want to learn more about these types of learning experiences? Read Josh Stumpenhorst's aforementioned post on the topic (www.stumpenhorst.com/2011/03/innovation-day-2011.html) and then explore Chris Kosler's retired but content-rich site on how to support students to work on "passion projects" on a weekly basis: www.geniushour.com.

19



21

possible roles for 2

- One works on projects in the classroom.
- One takes students out in the community to work, meet with individuals/groups, make deliveries, etc.



23

possible roles for 2

- One of you coaches students on standards.
- One of you is the project manager.



20

TABLE 19.1

Service Learning Ideas

- » Create a website to educate the public about an important topic (e.g., texting while driving).
- » Set up an informational display at a local library.
- » Start a beautification project (e.g., plant state wildflowers).
- » Adopt a billboard; create a public service announcement to post on the board.
- » Research your community and target an area in need of clean-up/repair.
- » Design a campaign to promote tolerance, inclusion and understanding of differences.
- » Set up a web page for a non-profit agency; work with them to understand their mission, needs and constituency.
- » Make a film to illuminate an injustice.
- » Write and produce a play that teaches a safety lesson to other teens or children.
- » Create a model or art installation to inspire or educate.
- » Launch an educational program (e.g., book recycling, peer tutoring) at your school or in your community; develop a plan for both creating and sustaining the program.
- » Design an orientation program for your classroom, grade or school; create materials and activities to help new students thrive.
- » Create an ongoing partnership with a local senior citizen organization to help members with technology projects (e.g., setting up e-mail, uploading photos).

22

Final thoughts?



24