Co-Teaching Beyond the Structures

Paula Kluth, Ph.D.

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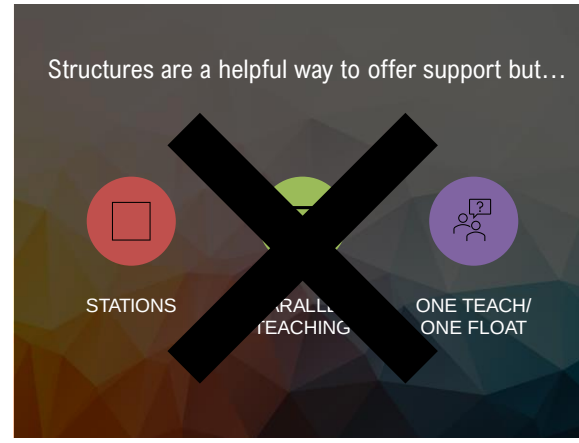

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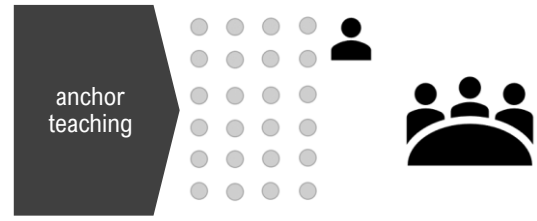

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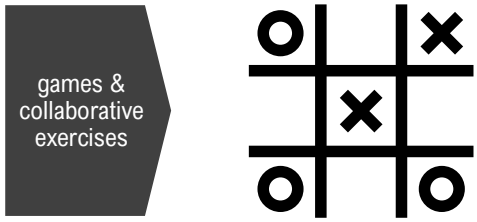

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talking sticks
[Kluth & Danaher--*From Tutor Scripts to Talking Sticks*]

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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?**

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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.

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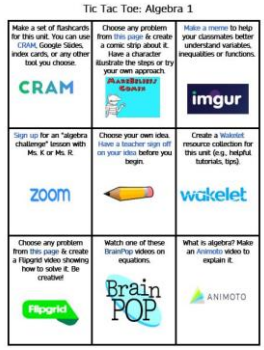
tic-tac-toe



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

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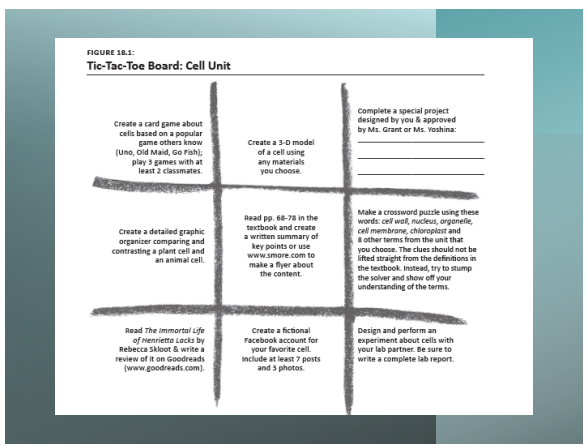

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Pinterest

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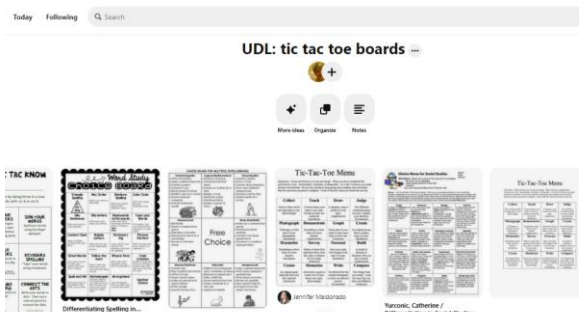

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possible roles for 2

- Divide the class with each of you taking ½ 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.

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genius hour

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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

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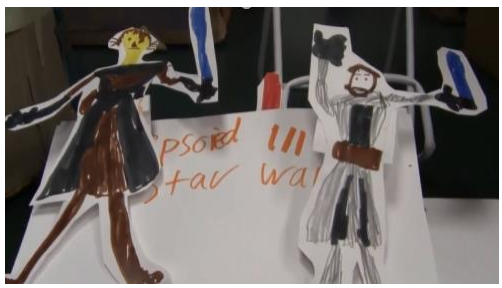

Could be:
-a day
-an hour a week
-a half day each month

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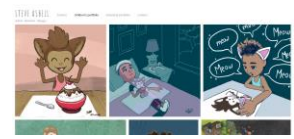
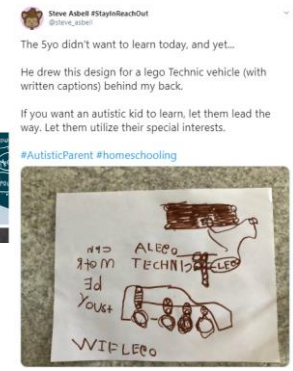


https://www.steveasbell.com/



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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.stumpteacher.com/2011/03/innovation-day-2011.html) and then explore Chris Kesler's retired but content-rich site on how to support students to work on "passion projects" on a weekly basis: www.geniushour.com.

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possible roles for 2

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

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service learning

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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).

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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.

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Final thoughts?

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