




Teaching the Teacher



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1



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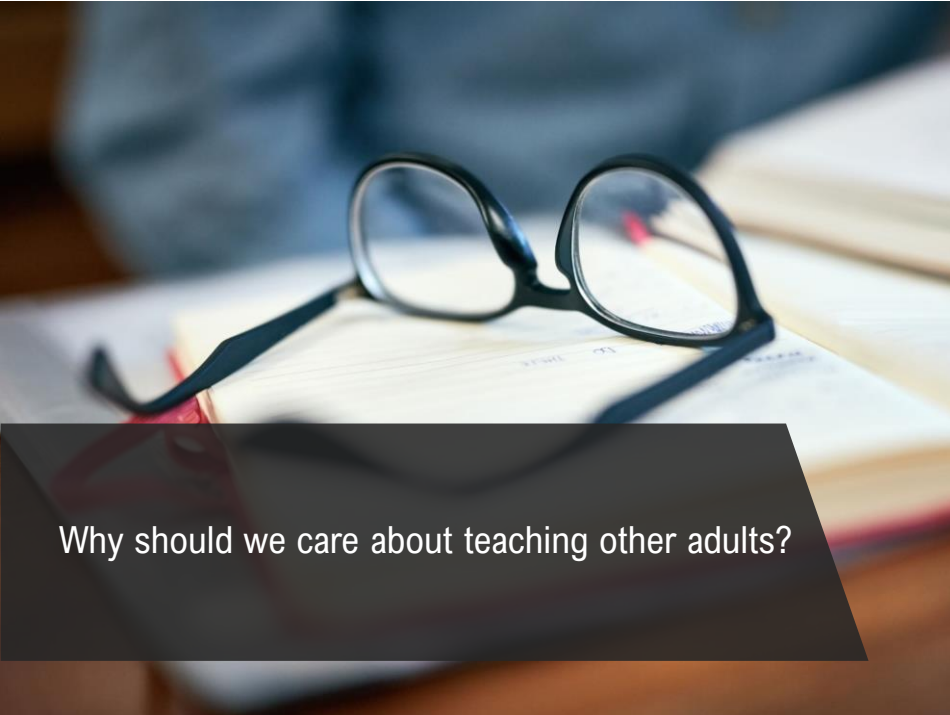
2



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- www.inclusionrules.com
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3



Why should we care about teaching other adults?

4



5

“Teach the Teacher”: 3 Ideas

- on-the-job professional development
- needs & strengths assessment
- teaching other teams



6

on-the-job
professional
development

- teach as you teach
- schedule coffee klatch catch-ups (e.g., “Tech Tuesdays”; Teaching Channel)
- have an Oprah moment

7



- Know what you want to learn.
- Generate questions.
- Set a timer.

8

share
needs &
strengths

9

needs & strengths assessment: activity

- Create 2 lists.
 - at least 5-6 strengths (e.g., flipping the classroom, writing instruction, developing rubrics, solving problems)
 - at least 5-6 areas of need (e.g., adopting new tech, taking educational risks, organization)
- Review your list and determine your top 3 strengths & areas of need.
- Then, share these 6 items with your partner.
- Finally, discuss how your strengths might benefit your team and how your needs might be supported by your co-teaching partner. For instance, if you are unorganized, could your partner give you organizing tips?



10

Needs

Now, take a moment and identify a few of your more pressing areas of need. This list tends to be easier to build as most of us focus more on our areas of challenge than on our areas of ability. Still, some of you may struggle with this task because you are unsure of which areas to prioritize or how general or specific to be. If you do get stuck, we recommend that you consider not only your obvious challenges, but the abilities you have observed in your co-teaching partner. This way, you can identify areas of growth that are directly connected to areas of strength for someone who is in a position to teach and support you.

Your areas of need may potentially include:

- » writing measurable goals
- » sticking to lesson plans
- » programming a student's AAC (augmentative and alternative communication) device
- » diagramming sentences
- » facilitating literature circles
- » keeping students awake during lessons on linear equations
- » changing the learning state regularly
- » coaching students during the circuit training unit
- » designing sensory supports for students on the autism spectrum
- » learning to use the new student blogging platform
- » remembering if a turtle is a reptile or an amphibian
- » returning pencils to a co-teacher's desk
- » being on time
- » understanding Snapchat
- » learning to use new e-portfolios with biology students

Strengths

It can be hard for teachers to identify and own their strengths. Some educators may feel self-conscious about sharing their best traits and skills with others as it can feel a little "braggy" and, therefore, awkward. Others may hesitate to share because they simply are not accustomed to identifying their own abilities. In other cases, teachers may not realize some or all of the gifts they possess. We admit it. This task isn't always easy. It is, however, necessary.

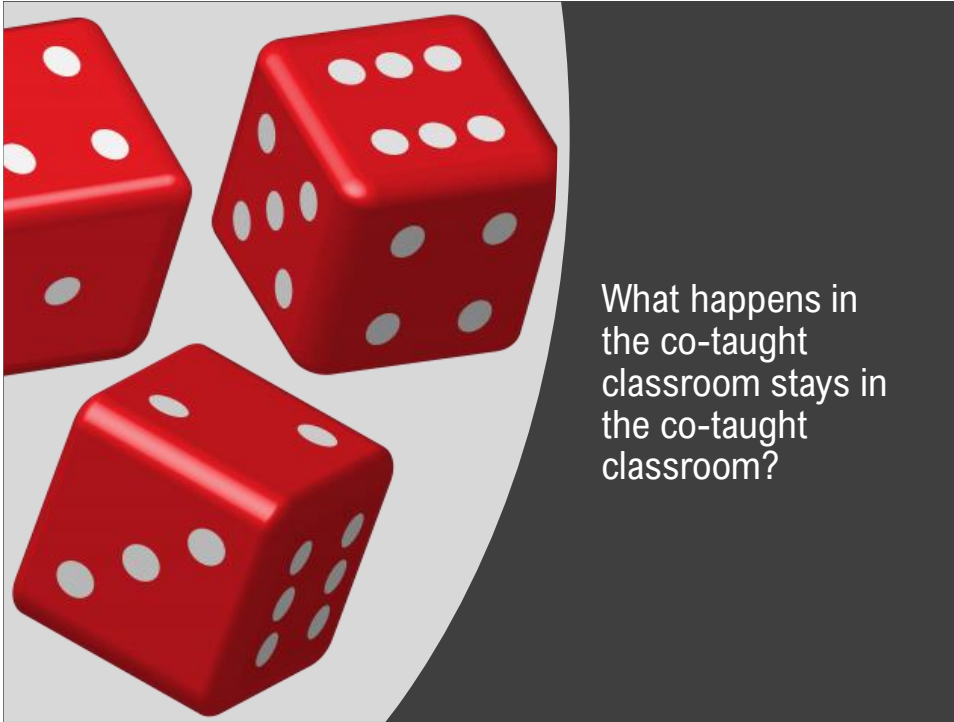
Trust us. Even if you struggle to identify a lot of gifts, abilities and strong points, you have many. For example, you may excel in one or more of these areas:

- » differentiating assessments
- » working with students with challenging behavior
- » flipping the classroom
- » teaching food webs seven different ways
- » threading sewing machines
- » conducting a running record
- » serving a volleyball
- » making learning multisensory
- » reciting monologues from Hamlet
- » creating on the spot visual supports
- » playing Minecraft
- » speaking Spanish
- » developing rubrics
- » conducting hair-bending science experiments

11

go
beyond the
classroom

12



13

WELCOME VISITORS.

GET READY FOR YOUR CLOSE-UP.

WRITE ABOUT IT.

The image shows three icons, each inside a rounded square. The first icon is a speech bubble with three horizontal lines inside. The second icon consists of three small black squares arranged horizontally. The third icon is a typewriter. Below each icon is a line of text: "WELCOME VISITORS.", "GET READY FOR YOUR CLOSE-UP.", and "WRITE ABOUT IT." respectively.

14

DO AS WE SAY AND AS WE DO TEACHING AND MODELING COLLABORATIVE PRACTICE IN THE UNIVERSITY CLASSROOM

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Researchers contend that to be effective in collaborative work, teachers need opportunities to practice and learn about shared decision making, communication, and planning. For this reason and countless others, teacher-preparation programs have recently been called on to include models of collaboration in their programs. This article provides a description of one collaborative partnership between a special education professor and a general education professor. Our program description specifically highlights the integration of two college courses: Academic Curricular Adaptations and Elementary Social Studies Methods and Curriculum. In this article, we have included details about our coteaching model as well as information related to our integrated curriculum and assessments. We also offer recommendations for those considering the implementation of coteaching partnerships and collaborative models in higher education institutions.

Keywords: university coteaching; teaming; collaboration; inclusive schooling

15

www.middleweb.com

Two Teachers in the Room: Elizabeth Stein

The screenshot shows a web browser displaying a blog post on the MiddleWeb website. The browser's address bar shows the URL: middleweb.com/42928/parents-can-be-virtual-co-teaching-partners/. The website's navigation menu includes links for Home, All About MiddleWeb, Resources, Our Bloggers, Popular Articles, Our Book Reviews, Contact Us, and Write for MiddleWeb. The main content area features the MiddleWeb logo with the tagline 'All About the Middle Grades'. The article title is 'Parents Can Be Virtual Co-Teaching Partners' by Elizabeth Stein, published on 05/13/2020. The article text begins with 'Did you ever stop to really think about parents as your co-teaching partners? It's far from a new idea. See this Educational Leadership article from ASCD that dates back to March 2015 as an example.' The page also includes a 'FOLLOW:' section with social media icons, a 'BOOK REVIEWS' section, and a 'MORE' section with additional article thumbnails.

16

...or share your story!

- Social media is a great tool for learning about co-teaching & connecting with other co-teachers.
- Use it to learn & to share what you know.



17

Dear Ms. George,

We have been reviewing our progress as co-teachers this year, and we are feeling proud of several accomplishments. We simply wanted to share this good news with you. So far, in only three weeks we have (a) designed stations that we now use regularly in ELA and in math, (b) differentiated our science unit on forces and interactions, (c) carved out a meeting time with our paraprofessional and a common planning time for the two of us, (d) started using a new meeting minutes format that is really keeping us organized and inspired, and (e) tried two new problem-solving strategies and came up with some interesting supports for a student with challenging behaviors. We are excited to let you know that we are working hard and finding a lot of success in our new team. Thank you for this opportunity to collaborate!

The Room 212 Team

18