

Stages of Relationships

	BEGINNING	COMPROMISING	COLLABORATIVE
Physical Arrangement	<ul style="list-style-type: none"> • Impression of separateness • Students with disabilities vs. general education students • Little ownership of materials or space by special educator • Delegated spaces which are rarely abandoned • Invisible walls • A classroom within a classroom 	<ul style="list-style-type: none"> • More movement and shared space • Sharing of materials • Territoriality becomes less evident. • Special educator moves more freely around the classroom but rarely takes center stage. 	<ul style="list-style-type: none"> • Seating arrangements are intentionally interspersed. • All students participate in cooperative grouping assignments. • Teachers are more fluid in an unplanned and natural way. • Both teachers control space: Like an effective doubles team in tennis, the classroom is always “covered.” • Space is truly jointly owned.
Familiarity with the Curriculum	<ul style="list-style-type: none"> • Special educator may be unfamiliar with content or methodology used by the general educator. • General educator may have limited understanding of modifying the curriculum and making appropriate accommodations. • Unfamiliarity creates a lack of confidence in both teachers. 	<ul style="list-style-type: none"> • Forms with Collaborative Stage 	<ul style="list-style-type: none"> • Special educator acquires knowledge of the scope and sequence and develops a solid understanding of the content of the curriculum. • Special educator gains confidence to make suggestions for modifications and accommodations. • General educator becomes more willing to modify the curriculum, and there is increased sharing in planning and teaching. • Both teachers appreciate the specific curriculum competencies that they bring to the content area.
Standards and Accommodations	<ul style="list-style-type: none"> • Programs are driven by textbooks and standards, and goals tend to be “test-driven.” • Modifications and accommodations are generally restricted to those identified in the IEP; little interaction regarding modifications to the curriculum. • Special educator’s role is seen as “helper.” 	<ul style="list-style-type: none"> • General educator may view modifications as “giving up” or “watering down” the curriculum. 	<ul style="list-style-type: none"> • Both teachers begin to differentiate concepts that all students must know from concepts that most students should know. • Modifications of content, activities, homework assignments, and tests become the norm for students who require them.

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Instructional Presentation	<ul style="list-style-type: none"> • Teachers often present separate lessons. • One teacher is “boss”; one is “helper.” 	<ul style="list-style-type: none"> • Both teachers direct some of the activities in the classroom. • Special educator offers mini-lessons or clarifies strategies that students may use. 	<ul style="list-style-type: none"> • Both teachers participate in the presentation of the lesson, provide instruction, and structure the learning activities. • The “chalk” passes freely. • Students address questions and discuss concerns with both teachers.
Classroom Management	<ul style="list-style-type: none"> • Special educator tends to assume the role of “behavior manager.” 	<ul style="list-style-type: none"> • More communication and mutual development of rules • Some discussion for individual behavior management plans 	<ul style="list-style-type: none"> • Both teachers are involved in developing a classroom management system that benefits all students. • Common to observe individual behavior plans, use of contracts, tangible rewards, and reinforcers • Development of community-building and relationship-building activities as a way to enhance classroom management
Assessment	<ul style="list-style-type: none"> • Two separate grading systems are often maintained separately by the two teachers. • One grading system may also be exclusively managed by the general educator. • Measures tend to be objective in nature and based only on a student’s knowledge of the content. 	<ul style="list-style-type: none"> • Two teachers begin to explore alternate assessment ideas. • Teachers begin to discuss how to effectively capture students’ progress, not just their knowledge of the content. 	<ul style="list-style-type: none"> • Both teachers appreciate the need for a variety of options when assessing students’ progress.