

Synergetic Harmonic Eudemonia between Regular Ed and Special Education Teachers: Annotated Bibliography

Alternative Teaching. (2021a). *YouTube*. Retrieved July 15, 2023, from <https://youtu.be/ZMfshgC8Yac>

This YouTube video demonstrates the alternative teaching model of co-teaching. In alternative teaching, one teacher instructs most of the class, and the other teaches an alternative or modified version of the lesson to a smaller group of students. Alternative teaching allows for remediation, extension of material, and the delivery of Specially Designed Instruction.

Beninghof, A. (2018). *Coteaching Parallel Flip Flop Model in MS Science*. *YouTube*. Retrieved July 15, 2023, from <https://youtu.be/y9i8KbdWTOY>.

This YouTube video presents the Parallel Co-teaching Model. In the parallel co-teaching model, teachers divide the class in half, with each co-teaching one half. The class can be divided indiscriminately according to learning profile or for behavior management purposes. The benefits of this approach are smaller groups allowing for more direct attention by the co-teacher. While co-teachers are teaching the same information with this approach, working with a smaller group allows them to identify students who may be having difficulty understanding. In a larger class setting, identifying these students is much more difficult.

Biggs, E. E., Gilson, C. B., & Carter, E. W. (2018). "Developing that balance": Preparing and supporting special education teachers to work with paraprofessionals. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 42(2), 117–131. <https://doi.org/10.1177/0888406418765611>

Special education teachers must provide effective supervision and support for paraeducators. This article describes in-depth individual interviews with members of nine educational teams for a total of 22 teachers and paraprofessionals to identify (a) the competencies they consider important for special education teachers to work effectively with paraprofessionals, along with their recommendations for equipping teachers to develop these competencies.

Bolman, L. G Bolman, L. G., & Deal, T. E. (2017) *Reframing Organizations*. John Wiley & Sons. *Reframing Organizations* is the 6th edition book discussing Bolman and Deal's four-frame model for more effective organizational leadership. This latest edition is an updated discussion of the four-frame model, first developed in 1984, with updated insight into current problematic areas of cross-sector collaboration, general differences, virtual environments, globalization,

Bolman, L. G Bolman, L. G., & Deal, T. E. (2021) *Reframing Organizations*. John Wiley & Sons. *Reframing Organizations* is the 7th edition of the best-selling book of Bowman and deal, which discusses organizational theory and behavior. This updated version includes discussions regarding globalization, changing workforce, multicultural and virtual workforces, and communication and sustainability.

Buckley, F. J. (2000). *Team teaching: What, why and how?* Sage Publications.

Co-teaching is a pedagogical technique that shifts the role of instruction from the individual to a team, providing students with the opportunity to take a more active role in learning. Explanation from the author of the how and why Co-teaching works with an extensive review of research material with practical applications. Types of team teaching are extensively reviewed, along with

options to use them best. The book describes the roles of both teachers and administration regarding the Co-teaching models and includes needed resources.

CSU School of Education, Chico. (2015a). *Team Teaching*. *YouTube*. Retrieved July 15, 2023, from <https://youtu.be/MVeFjRdSH3c>.

This YouTube video describes and explains the roles and responsibilities of teachers during the team-teaching model. During this model, both teachers are teaching the class simultaneously and together. They are leading the lesson and sharing responsibilities but possibly have different roles in the lesson.

Dieker, L. (2015). *The co-planner: Two professionals + one plan for co-teaching*. Knowledge By Design.

This book helps co-teachers plan collaboratively by providing easy-to-use guides and templates that help meet and document state standards, IEP goals progress, along with used interventions for RTI meetings.

Donohoo, J. (2017). *Collective efficacy how educators' beliefs impact student learning*. Corwin, a Sage Publishing Company.

Collective efficacy is teachers working together to influence the learning of students. Educators with high efficacy show more effort and persistence, willingness to try new teaching approaches and attend more closely to struggling students' needs. This book presents practical strategies and tools for increasing student achievement by sharing: a rationale and sources for establishing CE, conditions, and leadership practices for CE to flourish, along with professional learning structures/protocols.

Friend, F., & Cook, L. (1992). The New Mainstreaming. How it Really Works. *Instructor*, 101, 30–36.

This article explains the concept of coteaching in the mainstream, which involves a special education and a regular education teacher teaming in the classroom. The article notes that co-teaching creates a dynamic, high-energy classroom situation that promotes increased learning for students and teachers. In addition, two teachers discuss their experiences with teaming.

Hall, T. E., Meyer, A., & Rose, D. H. (2012). *Universal Design for learning in the classroom: Practical applications*. Guilford Press.

This book explains through examples what the principles of universal design for learning are and how to apply them across all subject areas and grade levels. The information provided includes ways to develop classroom goals, assessments, materials, and methods that are used to meet the needs of all learners. The editors have included specific teaching ideas for reading, writing, science, math, history, and the arts, along with detailed examples and troubleshooting tips.

Heumann, J. E., & Warlick, K. R. (2000, August 24). *Questions and answers about provisions in the Individuals with Disabilities Education Act amendments of 1997 related to students with disabilities and state and district-wide assessments*. Memorandum. ERIC. <https://eric.ed.gov/?id=ED450521>

This memo from the federal Office of Special Education Programs (OSEP) to state directors of special education offers questions and answers related to the inclusion of students with disabilities in state and district-wide assessments under the Individuals with Disabilities Education Act Amendments of 1997. There are 26 questions and answers that address accountability, individualized education program (IEP) processes, parental permission, accommodations and modifications, alternate assessments, out-of-level testing, reporting, and monitoring. Among specific topics covered are the following: requirements for performance goals and indicators, use of assessment results, the role of the IEP team, parental permission under various state standards, the definitions of "accommodations" and "modifications," alternate assessments for students unable to participate in general assessments, requirements concerning the establishment of participation guidelines, requirements of local education agencies concerning alternate assessments, difficulties with use of out-of-level tests, required reports on assessment, requirements for aggregation and disaggregation of data, and monitoring by OSEP of compliance.

Instructional Tech YouTube. (2021b). *Station Rotation*. YouTube. Retrieved July 15, 2023, from https://youtu.be/Viu_aQCiyk.

This instructional YouTube video describes the Station rotation method of Co-teaching. During this method, the class is divided into three or more groupings and are provided with instruction at separate stations. Stations can be independent practice or teacher-led.

Karten, T. J., & Murawski, W. W. (2020). *Co-Teaching Do's, Don'ts, and Do Betters* [E-book]. ASCD.

This book discusses the many factors needed for a successful co-teaching partnership, including the inclusive Principles of a Co-Teaching Environment, relationship and collaborative roles, planning for instruction and assessment, and co-teaching models.

Learning Forward Professional Services. (2023, May 11). *Assessing professional learning*. Learning Forward Professional Services.

https://services.learningforward.org/services/standards-assessment-inventory/?_ga=2.255553409.882355333.16901404901426883929.1690140490&_gl=1%2Aatno41%2A_ga%2AMTQyNjg4MzkyOS4xNjkwMTQwNDkw%2A_ga_CB53GJWDM1%2AMTY5MDE0MDQ5MC4xLjEuMTY5MDE0MTE3NC4zMCAwLjA.%2A_ga_4MQ7P0JS18%2AMTY5MDE0MDQ4OS4xLjEuMTY5MDE0MTE1MCAwLjAuMA..

This website provides information about the Learning Forward Professional Standards for learning. These 11 standards outline a system for professional learning. The three categories within the framework are rigorous content for each learner, transformational processes, and conditions for success.

Meyer, A., Rose, D. H., & Gordon, D. T. (2014). *Universal Design for Learning: Theory and Practice*. CAST Professional Publishing, an imprint of CAST, Inc. The authors of this book with the first to introduce universal design for learning. This book, the first update since 2002, discusses new research and best practices and includes contributions from CAST's research and implementation teams and many of CAST'S collaborators in the research field.

Murawski, W. W., & Spencer, S. (2011). *Collaborate, communicate, & differentiate! How to increase student learning in today's diverse schools*. Corwin Press.

This book discusses strategies focusing on collaboration in schools and, most importantly, in the classroom. The authors focus on collaboration strategies to improve student success. They discuss inclusive classrooms, the least restrictive environment, collaborative planning and assessment, along with improving student learning through team teaching.

NEA. (2020, June). *The standards for professional learning*. NEA. <https://www.nea.org/resource-library/standards-professional-learning#:~:text=The%20standards%20explicitly%20state%20that,students%20perform%20at%20higher%20levels>.

This report by the National Education Association provides a brief overview of the professional standards for learning. This report explains that increasing educator effectiveness through quality and effective professional learning will help students to perform at higher levels. The National Education Association assisted in developing the standards for professional learning for educators.

NH Department of Education. (2018, April). *Procedural safeguards*. Department of Education. <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-support/special-education/procedural-safeguards>

The NH Procedural Safeguards Handbook is based on the Individuals with Disabilities Education Act of 2004 and the New Hampshire Standards for the Education of Children with Disabilities adopted March 23, 2017. This handbook has been developed to provide information about parents' and children's rights in the special education process.

Pancsofar, N., & Petroff, J. G. (2016). Teachers' experiences with co-teaching as a model for Inclusive Education. *International Journal of Inclusive Education*, 20(10), 1043–1053. <https://doi.org/10.1080/13603116.2016.1145264>

This article discusses the frequency co-teachers implement different approaches to co-teaching and what factors influence the implementation of these approaches. Teachers most frequently reported implementing the co-teaching method of one teach one assist with the Special Education teacher providing individualized support to students with an IEP. Planning the lesson together and then co-teaching was utilized least in this study.

Parent Information Center on Special Education. (2020, May 1). *Guide to the NH standards for the education of children with disabilities*.

https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020-04/pic_guide_ed1100.pdf

This Guide to the NH Standards for the Education of Children with Disabilities includes the text of Chapter Ed 1100, Standards for the Education of Children with Disabilities that were adopted by the State Board of Education on March 23, 2017, and amended on August 8, 2018 and April 10, 2020. It also includes supplemental text for each reference cited in the NH Standards (formerly referred to as the NH Rules). Supplemental text is included in a textbox following each reference. This Guide is not an official document; it is offered as a resource for parents, educators, and others through a partnership between the NH

Department of Education, the Bureau of Special Education, and the Parent Information Center.

Ralabate, P. (2016). *Your UDL lesson planner: The step-by-step guide for teaching all learners*. Brookes Publishing.

This is an easy lesson planner guide to beginning lesson planning with Universal Design for Learning. The author explains each step of the UDL lesson planning process using examples, exercises, and video demonstrations. This guide explains the theory of UDL, what it is and is not.

Rapp, A. C., & Corral-Granados, A. (2021). Understanding inclusive education – a theoretical contribution from system theory and the constructionist perspective. *International Journal of Inclusive Education*, 1–17. <https://doi.org/10.1080/13603116.2021.1946725>

Social system theory, developed by Niklas Luhmann as well as the theory of constitutionalism, is the lens inclusion viewed for this article. The authors outline the underlying mechanisms that create inclusion and exclusion in schools at different institutional levels.

School of Education CSU, Chico. (2015c). *One Teach One Observe*. YouTube. Retrieved July 15, 2023, from <https://youtu.be/S3AK33YOZfE>.

A YouTube video demonstrating the One Teach One Observe Model. Model of Co-teaching where one teacher is responsible for delivering the lesson while the other teacher gathers specific observational information on students learning for IEP goals, behavior, and evidence of learning.

School of Education. (2015b, July 22). *One teach, one assist*. YouTube. https://youtu.be/AeUa_cdaC6w

This YouTube video models the one-teach-one assist model of co-teaching. In this Co-teaching model, one teacher is responsible for delivering the lesson while the other teacher assists students by monitoring work and learning along with aiding with behavior management, distribution of materials, general classroom focus, and easy flow of the lesson.

Snyder, R. R. (2018). Show Me the Resources: Teachers' Perceptions of Educational Leader Responsibilities. *International Journal of Educational Leadership Preparation*, 13(1), 1–13. <https://doi.org/https://ncpeapublications.org/attachments/article/746/Show%20Me%20the%20Resources-%20%20Teachers%E2%80%99%20Perceptions%20of%20Educational%20Leader%20Responsibilities%20.pdf>

This study discusses two sets of teacher interviews addressing the relevance of Bowman and Deal's leadership and organizational frames. Teachers overwhelmingly leaned towards the human resource frame as a pathway for effective communication between education leaders and teachers to enhance student achievement.

Stainback, W., & Stainback, S. (1984). A rationale for the merger of special and regular education. *Exceptional Children*, 51(2), 102–111. <https://doi.org/10.1177/001440298405100201>
Stainbeck and Stainbeck propose special and regular education merge into one unified

system developing a consistent structure to meet the unique needs of all students in the classroom. They discuss how the two approaches are highly inefficient and, at times, can work against each other, ultimately not meeting the needs of any students.

Özyildirim, G. (2021). How teachers in elementary schools evaluate their classroom environments: An evaluation of functions of the classroom through an environmental approach. *Journal on Efficiency and Responsibility in Education and Science*, 14(3), 180–194. <https://doi.org/10.7160/eriesj.2021.140305>

This study explored the educational environment of 12 classrooms from the teachers' point of view. Through a semi-structured interview, 12 teachers were observed and asked questions about their classroom environment. Results reveal that although classrooms showed social, symbolic identity, and task instrumentality functions in a limited fashion, teachers were uncertain about how to make the classroom better.