

**Synergetic Harmonic Eudemonia Between General Ed and Special Education Teachers**  
**Presentation Two**  
**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 Coteaching 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.

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 coteaching creates a dynamic, high-energy classroom situation that promotes increased learning for students and teachers. In addition, two teachers discuss their experiences with teaming.

Instructional Tech Youtube. (2021b). *Station Rotation*. *YouTube*. Retrieved July 15, 2023, from [https://youtu.be/V\\_iu\\_aQCiyk](https://youtu.be/V_iu_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%2Aateno4l%2A\\_ga%2AMTQyNjg4MzkyOS4xNjkwMTQwNDkw%2A\\_ga\\_CB53GJWDM1%2AMTY5MDE0MDQ5MC4xLjEuMTY5MDE0MTE3NC4zMC4wLjA.%2A\\_ga\\_4MQ7P0JS18%2AMTY5MDE0MDQ4OS4xLjEuMTY5MDE0MTE1MC4wLjAuMA..](https://services.learningforward.org/services/standards-assessment-inventory/?_ga=2.255553409.882355333.16901404901426883929.1690140490&_gl=1%2Aateno4l%2A_ga%2AMTQyNjg4MzkyOS4xNjkwMTQwNDkw%2A_ga_CB53GJWDM1%2AMTY5MDE0MDQ5MC4xLjEuMTY5MDE0MTE3NC4zMC4wLjA.%2A_ga_4MQ7P0JS18%2AMTY5MDE0MDQ4OS4xLjEuMTY5MDE0MTE1MC4wLjAuMA..)

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.

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%20students%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.

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 is 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](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-%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.