

# Collaboration for K-2 Math

# Introduction to Collaboration

Opening thought (write it down)

- Think about about a time you and a colleague collaborated.
- Who was involved?
- What initiated the collaboration?
- What took place during the collaboration?  
Was it a discussion; did “work” get done?
- How did you feel leaving the collaboration?

# Introduction to Collaboration

Go around the room and share your initial reflections on collaboration.

# Introduction to Collaboration

Collaborate:

- “to work with another person or group in order to achieve or do something”
  - (Merriam-Webster)

# Collaboration and Students Struggling with Math

Early Elementary Math involves students working with numbers in terms of gaining number sense and basic computation skills. Students may struggle with counting, relating a number to the work, number organization, patterns, and computation, among other skills. A general education teacher may be one of the first people to notice a student's struggle in Math if a parent has not.

# Gather Information

- Talk to the student's parent
- Talk to the student's previous teacher (if the student has prior school experience)
- Document your observations
- Check out the schools resources: Special Education teacher, Title 1 teachers, specialists for advice and what specific information should be gathered and how it should be recorded

# Discussion

Make a list:

- Who are the Math “experts” at this school?
- Who could you seek out if one of your students was struggling in Math?
- Do any of these people overlap?

# General Educators – Why Collaborate

If you are a general educator, please share why you may think it is a good idea to collaborate? What would you like to gain from collaboration. Please share your ideas.



# Special Educators – Why Collaborate?

Why would you collaborate? What would you like to gain from collaboration?

# Begin Colleague Collaboration

- Administrators
  - Set a good example of collaboration
  - Teachers feel involved in school decisions
  - Encourage staff collaboration
  - Provide time for staff to collaborate
  - [Listen to John Calton \(encourages teacher collaboration\)](#)
- Staff Collaboration
  - Staff should collaborate in class and outside of the the classroom

# Closer Look: Collaboration Between Colleagues

We are going to read two short documents from the module we just heard from.

- 1. “Promote Collaboration Between Teachers and Principals”
- 2. “Encourage Collaboration Among Teachers”

Take a moment to reflect on and answer the following questions in the PD Packet:

# Closer Look: Collaboration Between Colleagues

## Article 1:

- What way do you see most beneficial in how principals and teachers should collaborate and why?
- List at least one benefit to staff and students.

## Article 2:

- In Class collaboration may occur between... What does this look like at your school?
- List one form of Outside of Class collaboration that would help you.
- List at least one benefit to staff and students.
- What is one thing your administration could provide to help meet this form of collaboration?

# Collaboration Already Looks Like:

While learning about this school, I understand that Colleague Collaboration already takes place in the form of:

- Student Support Meetings
- IEP's
- Data Review Meetings

# Strategy to Try

Co-Planning and Co-Teaching

# Co-Planning and Co-Teaching Reading

Read and Discuss:

- “Using Co-Planning Time: Strategies for a Successful Co-Teaching Marriage”
- There are 6 sections. Based on the card you draw meet with your group. Read your section. Decide what you want to highlight about your section during the group discussion.
- Timer (10 Minutes)

# Co-Planning and Co-Teaching Reading

Discuss the Sections:

1. Introduction
2. Standards
3. Assessment
4. Accommodations/Modifications
5. Instructional Strategies
6. Logistics



BREAK

# Strategy in Action

This clip shows a Special Education teacher and an English teacher co-teaching.

As you view the clip, think about how this could be incorporated into Math at this school.

- What could be done similarly? What would have to be done differently?

Clip: [Co-Teaching Model for Special Education](#)

# Strategy in Action

## Discussion

If something like this was incorporated at this school during Math,

- What could be done similarly?
- What would have to be done differently?

# Meeting Each Students' Needs

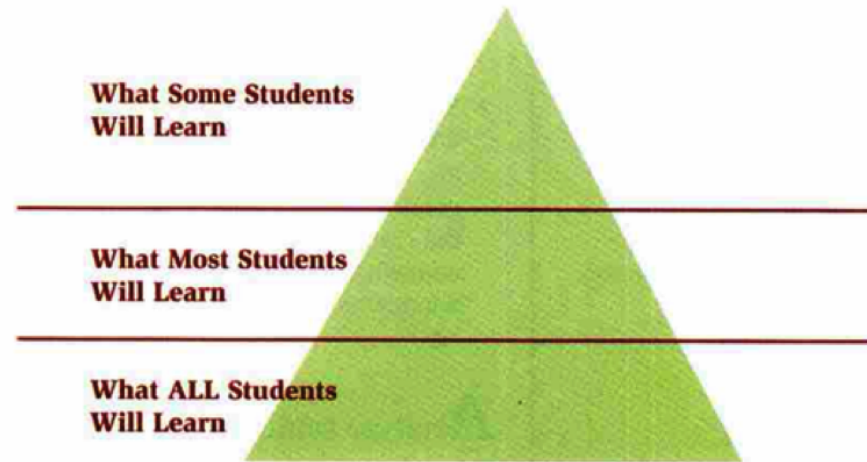
It is important to always keep “BIG Ideas” in mind.

We're going to quickly look over the BASE Model in the article

- “Building a Strong BASE of Support for All Students Through Coplanning”.
- I will assign you a section to look over based on counting off.

# The BASE Model

**Figure 1. The Planning Pyramid**



Source: Schumm, Vaughn, & Harris, 1997

# Co-Planning Example

In your PD Packet, there is an example of a lesson I co-planned with another First Grade teacher. Let's go over it together.

# Assessment

- Find your grade level partner (Third Grade and Special Ed. teacher work together).
- Pick a math standard (available on [www.commoncorestandards.org](http://www.commoncorestandards.org) for you to access on your iPad) you could co-teach.
- Complete the Co-Planning form together.
- Think of which section (1) you would like to present.
- [Timer \(30 minutes\)](#)