Chapter 10

Frameworks for Co-Teaching and Yearlong Residency Programs

Beverly Sande
Prairie View A&M University, USA

ABSTRACT

This chapter further elaborates the content presented in Chapter 8 by expanding the description of co-teaching as seen in inclusion classroom and describes co-teaching in year-long residency models. Students pulled from general education classes and taught in resource settings exclusively often do not benefit from the instruction of content area teachers when they are out of those classrooms. Thus, co-teaching became one of many collaborative strategies that schools considered to meet the needs of all students within the educational framework. State departments also began considering strategies for TPPs and school districts to work together to provide a rich clinical experience for preservice teachers. This chapter explores both co-teaching collaborative approaches for improved student outcomes in an inclusive classroom and how beneficial co-teaching is to year-long residents.

INTRODUCTION

State Departments of Education (SDE) and many Educator Preparation Programs (EPP) encourage collaborative methodologies for program design, development, implementation, and evaluation. The statewide support for such endeavors presents a considerable advantage for many EPPs trying to refocus their efforts on the pre-school to graduate programs (P-20) collaboration pipeline, emphasizing core values held by

both Institutions of Higher Education (IHE) and their Preschool-Grade 12 partners (P-12). It is essential to sustain such collaborative efforts. The push for educators to collaborate at all levels of education (P-20) has created effective communication pathways for many institutions at various geographic locations within the state.

The development of large-scale educational reform initiatives facilitates implementing reforms that have been identified as beneficial to education (Sande, 2019). Frameworks for large-scale collaborative models, for instance, Comprehensive School Reforms (CSR), are among the waves of improvement efforts that radiated from the 1983 report *A Nation at Risk*, a landmark indictment of US public schools (Sande, 2013; Staresina, 2004). The basic principle of CSR is that schools must overhaul their systems from top to bottom instead of using a fragmented approach to address achievement issues (Staresina, 2004).

Other large-scale models include initiatives such as Response to Intervention initiatives (RtI), Positive Behavior and Intervention Support models (PBIS), school-wide reform initiatives, inclusion, and co-teaching (Horner et al., 2009; Hughes & Dexter, 2011; McIntosh, Filter, Bennett, Ryan, & Sugai, 2010; Sande, 2013; Sugai, Horner, & McIntosh, 2008).

- **RtI:** The accountability reform movement, No Child Left Behind (NCLB), along with past federal educational legislation, prompted the creation of Response to Intervention (RtI), a popular initiative for targeting and enhancing the achievement of at-risk students (Desimone, 2002). RtI is a process for evaluating whether students respond to scientifically validated instruction. Many practitioners embraced RtI as an alternative method of learning disability (LD) identification (Sande, 2013). The premise behind RtI is that students are identified as LD when their response to research-validated intervention is dramatically inferior to that of peers (Fuchs & Fuchs, 2007). Furthermore, RtI encourages using evidence-based instruction across tiers, which, in principle, should reduce the number of students incorrectly identified as disabled. Response to intervention uses multiple tiers of evidence-based interventions as preventative interventions for students with academic difficulties. RtI systems identify students for special education services when they fail to respond to intervention (Sande, 2013). The primary notion behind RtI, when used in this manner, is that it rules out poor instruction as an explanation for failure.
- **PBIS:** Positive Behavior Instructions and Supports (PBIS) is a multi-tiered framework based on behavioral and systems theory, which consists of teaching consistent behavioral expectations school-wide, depending on the needs of the individual school. Furthermore, PBIS is a systemic, evidence-based, preventative framework individualized per school to communicate

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