Exceptional Student Education (ESE) Modifications/Accommodations Documentation – Lesson Plan Supplement

Teacher:______________________
Class:________________________
Date:_____________

Accommodations/Modifications Checklist

<table>
<thead>
<tr>
<th>Physical Arrangement of Room</th>
<th>Lesson Presentation</th>
<th>Assignments &amp; Worksheets</th>
<th>Test Taking</th>
<th>Organization Skills</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Seat student near the teacher/presentation</td>
<td>2. Ensure oral directions are understood.</td>
<td>2. Use more objective items (fewer essay items)</td>
<td>2. Keep rules simple and clear.</td>
<td>2. Utilize homework assignment notebook/planner.</td>
<td>2. Keep rules simple and clear.</td>
</tr>
<tr>
<td>3. Stand near student when giving directions/presenting</td>
<td>3. Provide example of final product.</td>
<td>3. Allow student to give answers through a tape recorder.</td>
<td>3. Mark students’ correct answers, not mistakes.</td>
<td>3. Provide written intermediate timelines for long assignments.</td>
<td>3. Mark students’ correct answers, not mistakes.</td>
</tr>
<tr>
<td>4. Seat student near positive role model.</td>
<td>4. Provide visual aids/graphics/pre &amp; post organizers</td>
<td>4. Give frequent short quizzes instead of lengthy exams.</td>
<td>4. Implement a behavior management system.</td>
<td>4. Have student maintain grade average.</td>
<td>4. Implement a behavior management system.</td>
</tr>
<tr>
<td></td>
<td>8. Orally check for understanding of key points.</td>
<td>8. Allow flexible setting.</td>
<td></td>
<td></td>
<td>8. Implement periodic/weekly behavior communication tools.</td>
</tr>
<tr>
<td></td>
<td>9. Write key points on board/overhead.</td>
<td>9. Allow flexible schedule.</td>
<td></td>
<td></td>
<td>8. Implement periodic/weekly behavior communication tools.</td>
</tr>
<tr>
<td></td>
<td>10. Provide wait time for question responses.</td>
<td>10. Use modified format.</td>
<td></td>
<td></td>
<td>8. Implement periodic/weekly behavior communication tools.</td>
</tr>
<tr>
<td></td>
<td>11. Pre-teach vocabulary.</td>
<td>11. Allow student to respond on computer.</td>
<td></td>
<td></td>
<td>8. Implement periodic/weekly behavior communication tools.</td>
</tr>
<tr>
<td></td>
<td>13. Use computer-assisted instruction.</td>
<td></td>
<td></td>
<td></td>
<td>8. Implement periodic/weekly behavior communication tools.</td>
</tr>
</tbody>
</table>
10 Keys to Successful Co-Teaching

- Both teachers teach.
- Both teachers are in the room.
- Both names are on the class list.
- Both teachers attend Open House.
- Both teachers volunteered.
- Both teachers have equal status.
- Both teachers invest time in the process.
- Both teachers are flexible.
- Both teachers commit to planning collaboratively.
- Both teachers focus on the positive.

The pessimist sees the difficulty in every opportunity; the optimist sees the opportunity in every difficulty.

- Winston Churchill
Implementing a Collaborative Teaching Model: Where Do I Begin?

**PHASE 1**

<table>
<thead>
<tr>
<th>Regular Education Teacher Roles</th>
<th>ESE Teacher Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implements accommodations &amp; modifications (Acc/Mod Checklist)</td>
<td>Provides classroom materials as needed for accommodations &amp; modifications</td>
</tr>
<tr>
<td>Develops and paces lesson plans based on Sunshine State Standards</td>
<td>Monitors instruction given by General Educator to SWD</td>
</tr>
<tr>
<td>Oversees the instructional process in the classroom</td>
<td>Responsible for test accommodations and/or modifications of SWD</td>
</tr>
<tr>
<td>Informs ESE teacher of upcoming lesson content</td>
<td>Primary responsibility is SWD but can support all students in General Education Classroom</td>
</tr>
<tr>
<td>Meets with ESE teacher on a consistent basis</td>
<td>Meets with General Education teacher on a consistent basis</td>
</tr>
<tr>
<td>Provides input on grading</td>
<td></td>
</tr>
</tbody>
</table>

**PHASE 2**

<table>
<thead>
<tr>
<th>Regular Education Teacher Roles</th>
<th>ESE Teacher Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes lesson plans and shares with ESE teacher</td>
<td>Plans with General Education teacher in designing modifications, providing accommodations, and instructional delivery of content</td>
</tr>
<tr>
<td>Shares formal instruction with ESE teacher a minimum of once a week</td>
<td>Reviews tests with General Education teacher to design modifications</td>
</tr>
<tr>
<td>Shares informal instruction for all students on a daily basis</td>
<td>Constructs classroom visuals (transparencies, notes, etc.)</td>
</tr>
<tr>
<td>Cues students to use strategies learned from the ESE teacher</td>
<td>Assists with classroom management</td>
</tr>
<tr>
<td></td>
<td>Provides instruction in strategies and use of cues in General Education classroom</td>
</tr>
<tr>
<td></td>
<td>Develops and implements supplementary and supportive learning activities</td>
</tr>
</tbody>
</table>

**PHASE 3**

<table>
<thead>
<tr>
<th>Regular Education Teacher/ESE Teacher Shared Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jointly plan and deliver instruction with responsibilities shifting between teachers</td>
</tr>
<tr>
<td>Monitor and assist all students in the classroom</td>
</tr>
<tr>
<td>Share ownership of classroom duties</td>
</tr>
<tr>
<td>Plan on a regular basis to ensure classroom coordination</td>
</tr>
<tr>
<td>Develop joint lesson plans</td>
</tr>
<tr>
<td>Share consensus on grading/assessment procedures</td>
</tr>
<tr>
<td>Evaluate whether accommodations and/or modifications are effective</td>
</tr>
</tbody>
</table>
## Advantages to Co-Teaching

### Advantages to the General Educator

1. Learning opportunities to reach ALL students.
2. More time to focus on content and less on individual problems.
3. With help of special educator, meet the needs of individual student learning styles.
4. More time to learn, share and use learning strategies.
5. 2X the opportunity to assist students.
6. Background info on special education students is provided.
7. Assistance for ALL students labels or not.
8. Support for students who need organizational strategies!
9. Peer pressure for appropriate behavior--negative behaviors are decreased.
10. **Professional growth . . . greater personal satisfaction!**

### Advantages for the Special Educator

1. Time effective
2. Teach with a content area expert and learn the expectations of the general education classroom.
3. Spend more time and energy in assisting students to develop motivation, effort, and responsibility for their own learning.
4. Have more opportunities to use learning strategies within content areas and to move toward generalization.
5. "Reality check" for student goals within the general education setting.
6. Partnership with a colleague in support of student IEP goals.
7. Rewards of viewing first hand students' success and establishing credibility among their peers.
8. Improved student behaviors.
9. Mutual learning and appreciation for each other's expertise.
10. **Professional growth . . . greater personal satisfaction!**

### Advantages for ALL Students

1. More time spent working cooperatively, learning content, and understanding students with different abilities.
2. Strong emphasis on learning skills, organizational responsibility and preparedness.
3. Diverse learning techniques and teaching techniques available.
4. More contact time with teachers for school and personal issues.
5. Unique learning needs met to the greatest extent possible
7. Opportunities for leadership and growth within the least restrictive environment.
8. Less fear of failure due to successful experiences.
10. **Better / more meaningful grades**

Adapted by Helen Barrier, T/TAX@VA Tech from: Dover, Wendy (1994) The *Inclusion Facilitator*. The Master Teacher, Inc.