Collaborative Teaching Virtual Instruction Tips

These tips will reinforce existing collaborative practices and provide additional ideas for making the transition from traditional classrooms to a virtual format.

How can I plan virtually in a collaborative teaching partnership?

- Planning is essential. Develop a consistent but flexible schedule and timeframe for planning.
- Develop and use an agenda to remain on task. Most long-term planning can be accomplished in an hour using an agenda.
- Create lessons using differentiation and principles of Universal Design for Learning, and then provide for specially designed instruction, accommodations and/or modifications.

Sample 1-Hour Agenda for Planning Collaboratively

Time Allotted	Topic
12 minutes	The general educator outlines upcoming curriculum content and activities or projects.
10 minutes	Both teachers review student data.
15 minutes	Both teachers discuss anticipated points of difficulty.
15 minutes	Both teachers choose collaborative teaching structures.
8 minutes	Both teachers discuss the teaching partnership and planning process.

Adapted from Friend, 2019

Note: The special educator follows this session by embedding specially designed instruction into the general educator's plans.

- Establish tools for virtual planning: (Google Docs, Microsoft Word Online, Microsoft Teams, Microsoft OneNote, Zoom, e-mail, conference calls, Business Skype, or phone video tools).
- Discuss and establish norms and clear expectations for students virtually.
- Plan to hold virtual help session for student support to reinforce learning.

How can I utilize the collaborative teaching structures on a virtual learning platform? (Many students with disabilities and their peers without disabilities may have many of the same instructional needs, as in a typical classroom.)

- Team Teaching - one teacher provides content and the other provides a research-based strategy using visual notes on live platform or in a recording.
- Alternative Teaching - one teacher provides instruction to the whole group while the other provides remediation, enrichment and/or specially designed instruction in a breakout room or short extended session. Students in the breakout room will ultimately re-join the whole group.
- Station Teaching - both teachers lead flexible groups with an additional independent group. Each group is in a separate breakout room on the live platform with specific tasks. Teachers rotate between student groups. Alternately, teachers plan a series of activities for students off-line, and groups of students complete those activities with rotating teacher contact before meeting in the whole group.

- Parallel Teaching – teachers lead two groups where students receive lessons on the same content at the same time. Collaborative partners create two rooms where students are grouped for instruction on a virtual learning platform, either simultaneously or at different times. Reconvene the whole group for application activities and summary of the lesson.
- One Teach, One Observe - one teacher leads virtual instruction while the other teacher observes students' academic engagement, patterns of responses or other data toward progress of IEP goals while whole group instruction is occurring in a virtual setting.
- One Teach, One Assist – one teacher provides instruction, and one teacher contacts students to follow up with any difficulties encountered during the lesson.

How do collaborative teaching partners assess progress of students with disabilities?

- Adhere to district and school guidelines and procedures for assessment.
- Monitor and log student progress towards mastery of educational standards and IEP goals.
- Engage with parent guardians/families and students regarding roles of both teachers, student performance and progression.
- Maintain accurate records with fidelity.
- Consult with related service providers regarding students' progress.

What are other tips for collaborative teaching partners?

- Model how accommodation tools can be used via a live session or recorded video.
- Provide prompt feedback to students by posting or sending messages or making a phone call regarding assignments.
- Provide additional online resources to individuals or groups of students to meet student needs.
- Guide students with organizing assignments or course materials.

For more information, please refer to the following resources:

http://www.floridainclusionnetwork.com/wp-content/uploads/2020/02/FINAL-FFvol3-2020-FINAL-WEB.pdf

http://www.fdlrs.org/providing-accommodations-virtual-environment

https://fl-pda.org/

Contact your local FIN facilitator for additional tips and suggestions.

www.FloridaInclusionNetwork.com