רשימה מקורות ליום ליידיה:
הכנת "אקדמיה כיתה": סוציוגו מחקר והשדיה
יום חמישי, י"ב בשבט תשע"ז, 9 בפברואר 2017

ליען במקורות אחרים ובמקורות מספיים ובוושפ.
הככוס המומחים לזכר שלימים הוא-מכללי בתוכןboom ע"י.
مركز הימינ朋友们فتح��ביים א"ה' בשעות 8:30 עד 16:00
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cותבות אוניברסיטאי: http://infocenter.macam.ac.il

1.
כותר:
מודל שלימיות בחנגה: מורה ראשית ומורה מתמחה-מ��יע בכיתות /ד"ר מרים שוחף.

שוחף:
הערה:
האמרה לכל הקשים מתוכן חציו מנהלים: "רפורמיהachenрат מורות: מודלים בשטחינו akadimiy beit-bfrir it והוראה בצומת (הריאה שיתופית)." כל-איבי:مون
מודל. התוכני כתוב על-יד ד"ר פז, והוגש למנהל עבידי, הוראה, מנדרח הנדני.
Mahon CAUSED:
פז, ד"ר פז -- מנקר מבית
שיבור מסדי:
مقאן מנקר
שיבור פסום:
2015
נשאימ:
הכשירת מורים
שוני פעולות י"ב מכללות למדים ולונגを与פסי פת
הנשאימ בחוגה
Co-Teaching

Welcome to Co-Teaching 2.0.

Authors:
Friend, Marilyn
marilynfriend@marilynfriend.com

Source:
7p.

Document Type:
Article

Subject Terms:
*Teaching teams
*Students with disabilities -- Education
*Group work in education
*Teacher collaboration
*Cooperating teachers -- Attitudes

Abstract:
The article focuses on co-teaching 2.0 where a general educator and special education teacher works together to educate students with special needs. Topics discussed include teaching general studies and specialized instruction to students with disabilities with the help of co-teaching, teaching co-ordination among co-teachers in terms of providing general curriculum and special training to children with disabilities and station teaching, parallel teaching and alternative teaching. INSET: The Six Approaches to Co-Teaching.

4. Student Co-Teaching to foster Learning Autonomy: A Case Study in an Undergraduate History Classroom in Hong Kong.

Authors:
Kim, Loretta E.1
Tam, Eugene S.1

Source:

Document Type:
Case Study

Subject Terms:
*RESEARCH
*HISTORY
*History
*METHODOLOGY
*History -- Study & teaching (Higher)
*Seminars
Higher education
CHINA
STUDY & teaching
Abstract:
The article examines cooperative teaching and collaborative learning in higher education. Particular focus is given to an examination of student co-teaching in a history class at a university in Hong Kong, China. Additional topics discussed include an examination of classmate-led cooperative seminars and course and assessment design.

Author Affiliations:
1 The University of Hong Kong.

An Administrator's GUIDE TO CO-TEACHING.
Authors:
Murawski, Wendy W.1 Wendy.Murawski@csun.edu
Bernhardt, Philip2 pbernhar@msudenver.edu
Source:
Document Type:
Article
Subject Terms:
*Teaching teams -- Universities & colleges
*Educational cooperation
*Group work in education
*Teacher collaboration
*Teaching methods
Abstract:
The article presents steps and guidelines for successful co-teaching process in schools and universities. Topics discussed include steps to implement successful co-teaching in schools including professional development on collaboration in co-teaching, scheduling strategies with individualized education programs (IEPs) for students and collaboration with the right teachers in order to co-teach students.

Author Affiliations:
1 executive director and Eisner endowed chair, Center for Teaching and Learning, Michael D. Eisner College of Education, California State University, Northridge
2 chair, Department of Secondary Education, K-12 and Educational Technology, Metropolitan State University of Denver in Colorado.


Authors:
Samuels, Christina A.

Source:

Document Type:
Article

Subject Terms:
* Inclusive education
* Teaching teams
* Special education
* Students with disabilities -- Education
* Teachers of children with disabilities

People:
Friend, Marilyn

Abstract:
The article looks at the use of co-teaching by a regular-education teacher and a special-education teacher as a model for classrooms in which students with disabilities are included with non-disabled students. It notes there is wide variation in co-teaching practices in areas such as whether the special-education teacher conducts whole-group lessons, and comments are presented from educational consultant Marilyn Friend.

7.
**Using Collaboration, Co-Teaching, and Question Answer Relationships to Enhance Content Area Literacy.**

Authors:
Fenty, Nicol S.1 nfenty@binghamton.edu
McDuffie-Landrum, Kim
Fisher, Gary

Source:
10p.

Document Type:
Article

Subject Terms:
*Teacher collaboration
*Content area reading
*Special education -- Methodology
*Learning disabled children -- Education
*Inclusive education
*Reading comprehension -- Study & teaching
*Lesson planning
*Group work in education
*Teaching aids & devices
Abstract:
The article discusses cooperation between content area experts in education, such as special education and general education teachers, to improve content area literacy and reading proficiency for students with learning disabilities (LD). Teaching text comprehension through Question Answer Relationships (QAR) is described, as well as inclusive education, student achievement, and content acquisition. Collaborative lesson plans are presented for teaching science, language arts, and literature, and the article describes implementing the QAR method using group work in class, educational materials, and guided practice.

Author Affiliations:
1 Assistant Professor of Special Education, Binghamton University, State University, New York.

8.

CO-TEACHING TO REACH EVERY LEARNER.

Authors:
Murdock, Linda murdock@bandnotes.info
Finneran, David1
Theve, Kristin1 ktheve@nsboro.k12.ma.us

Source:

Document Type:
Article

Subject Terms:
* Teaching teams -- Universities & colleges
* Teaching methods
* Educational cooperation
* Teacher collaboration
Abstract:
The article focuses on co-teaching for students with disabilities, English language learners and advanced learners. Topics discussed include implementation of co-teaching process in elementary schools, learning various teaching methods with the help of co-teaching, obtaining academic success through co-teaching, providing community and individualized learning to students and collaboration among teachers in order to provide better education to students.

Author Affiliations:
14th grade teacher, Margaret A. Neary Elementary School.

9. **Co-Teaching as a School System Strategy for Continuous Improvement.**

Images

Authors:
Walsh, James M.1 jmwalsh13@verizon.net

Source:
Preventing School Failure. 2012, Vol. 56 Issue 1, p29-36. 8p. 3 Graphs.

Document Type:
Article

Subject Terms:
*Teaching teams
*Educational cooperation
*Group work in education
*Special education
Students with disabilities
* Academic achievement

Author-Supplied Keywords:
co-teaching
coaching for school results
continuous improvement
inclusive practices
professional development
school system strategy

Abstract:
Co-teaching has increasingly been implemented over the past 20 years as a shared responsibility alternative to more restrictive special education models for providing service to students with disabilities. Results of local school system research in Maryland during this 20-year period are reviewed suggesting that improved special education student performance is associated with increased access to general education classrooms through co-teaching support. System-level co-teaching implementation strategies are identified that result in successful participation by students with disabilities in co-taught general education classrooms and accelerated outcomes on state reading and mathematics assessments. The specific effect of co-teaching as a system-level strategy to close achievement gaps and promote continuous improvement for students with disabilities in Howard County, Maryland, over the past 6 years is described.

[ABSTRACT FROM AUTHOR]
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(Copyright applies to all Abstracts).
Author Affiliations:
1Howard County Public School System, USA.

10.
**Finland, Collaboration, and Co-teaching.**

Authors:
Loertscher, David V.
Koechlin, Carol

Source:

Document Type:
Article

Subject Terms:
*Teaching teams
*Teachers
*Librarians
*Learning

Education -- Finland

Abstract:
The article discusses the Finnish education system and the value of collaboration and a teaching partnership between classroom teachers and teacher librarians. Topics include the Baber Research Project, the concept of intersections between curricula of classroom and librarian teachers and their potential for beneficial co-teaching, and the case of Dundalk High School in Baltimore, Maryland. Other topics include
integration of information and technology skills in teaching and learning commons.

11. 
A Phenomenological Analysis of the Views on Co-teaching Applications in the Inclusion Classroom.
Authors:
Gürür, Hasan1 hasangurgur@anadolu.edu.tr
Uzuner, Yıldız1
Source:
Document Type:
Article
Subject Terms:
*Phenomenology
*Special education
*Teacher educators
*Classes (Groups of students)
*Grading & marking (Students)
Author-Supplied Keywords:
Action Research
Co-Teaching
Inclusion
Special Education Support Services
Student With Special Needs
Abstract:
It is necessary to provide students both with and without special needs and the classroom teachers with special education support services in order to achieve successful inclusion applications. The determination of
teachers' opinions about the applications they carry out is important in the planning and achievement of the future applications. The purpose of this article which was designed as an action research was to analyze the opinions of special and general education teachers, working in inclusion classes based on co-teaching approach, about the preparation stage for the application, planning meetings and applications they carried out. Research participants were composed of a researcher who is a special education teacher, a classroom teacher and second grade students. In the scope of the research, semi-structured interviews were conducted with the classroom teacher; planning meetings were arranged with the aim of preparing for the applications; and reflective daily data sources compiled by the researcher were utilized. The data were analyzed from a phenomenological perspective via inductive analysis. The findings were compared with those recorded in the related literature and were discussed. Consequently, classroom teacher voluntarily participated in the research process and stated that there was no problem about classroom applications. The teacher declared the importance of planning meetings, however, did not allocate sufficient time for meetings and did not give details about the lessons. Therefore, ambiguities were recorded lesson applications about the role and responsibilities of teachers. The teacher stated that all co-teaching approaches can be applied in inclusion classes however stated that these applications were not so new for her and this process could not have any contributions to her.

12.

Exploring Personality Differences of Teachers for Co-teaching.

Authors:
Simpson, Jessica F.1 jlfoshel@go.olemiss.edu
Thurston, Roy J.2
James, Lauren E.3

Source:
6p.

Document Type:
Article

Subject Terms:
*Curricula (Courses of study)
*Students with disabilities
*Interprofessional relations
*Personality assessment
*Special education
*Teachers
*Teaching
*Peer relations

Author-Supplied Keywords:
co-teaching
Myers-Briggs
personality
psychology

Abstract:
The method of co-teaching has been in practice for many years, and the approach of having collaborative efforts among professionals from various fields in special education has been embraced. However, how individuals work together needs to be more fully researched and understood. Recent federal education policies have encouraged general education and special education teachers to work more cooperatively together to allow students access to standardized curricula. The emphasis has been in understanding how co-teaching
participants can assign roles and deal with the curriculum and outcomes for students with special needs. However, the nature of the teacher's individual personalities in terms of commonalities or differences, and how that can impact the cooperative outcomes, has rarely been discussed or understood. This paper looks at the personality differences of teachers and its possible effects on co-teaching.

13.

The Impact of Number of Adults on Instruction: Implications for Co-Teaching.

Images
Chart Chart Chart
Authors:
Sweigart, Chris A.1
Landrum, Timothy J.1
Source:
Preventing School Failure. 2015, Vol. 59 Issue 1, p22-29. 8p.
Document Type:
Article
Subject Terms:
*Teaching teams
*Educational cooperation
*Instructional systems
*Student engagement
*Student participation
Author-Supplied Keywords:
co-teaching
instruction
student engagement
Abstract:
Common approaches to inclusive education (e.g., co-teaching or team teaching) are based in part on an assumption that when more than one adult or professional are present in a classroom, rates of effective instructional practices and appropriate (i.e., positive) feedback can improve for students who need them most. In this preliminary study, the authors examined teacher–student interactions in a matched set of classrooms in which either one adult or more than one adult were present. The authors present the results of their analyses of teachers’ rates of (a) positive and negative feedback, and (b) opportunities to respond, as well as their time spent one-on-one or in small groups with individual, target students. The authors also examine students’ percentage of time engaged and rates of disruption. In addition, the authors discuss limitations and implications for the increased use of co-teaching as a service delivery model.

14.
FACTORS AFFECTING THE ADOPTION OF CO-TEACHING MODELS IN INCLUSIVE CLASSROOMS: ONE SCHOOL’S JOURNEY FROM MAINSTREAMING TO INCLUSION.
Authors:
Isherwood, Robert S.1 Roben.fsherwood@SRU.edu
Barger-Anderson, Richard1
Source:
Document Type:
Article
Subject Terms:
*Teaching teams
Abstract:
We conducted qualitative research in a suburban middle school in Western Pennsylvania and examined the factors affecting the implementation and adoption of co-teaching models between regular and special education faculty. Purposeful sampling was used to identify 15 regular education teachers and 5 special education teachers as participants in the present study because the implementation of co-teaching had a significant impact on their daily practice as classroom teachers and resulted in substantial changes within their work environments. Teachers were interviewed and observed during a one-year period. Results suggest interpersonal relationship among co-teachers, clearly defined roles and responsibilities, and administrative support and validation are factors that may affect the successful development of co-teaching relationships.

15. **Co-Teaching and Co-Learning.**
Authors:
Zhiwen Yin
Source:
Document Type:
Article

Subject Terms:
*Teaching teams
*INTERNATIONAL cooperation
*Master of business administration degree

Business education

Company/Entity:
Washington University (Saint Louis, Mo).
Fudan da xue (Shanghai, China)

NAICS/Industry Codes:
611410 Business and Secretarial Schools
611310 Colleges, Universities, and Professional Schools

Abstract:
In this article, the author offers suggestions for running joint masters of business education (MBA) program. The topics discussed include the Executive MBA program offered by the Washington University in St. Louis, Missouri and Fudan University in Shanghai, China, maintenance of rigorous admission requirements, adoption of co-teaching opportunities, and the launch of EMBA program in Chinese language.

16. Evaluating Co-teaching as a Means for Successful Inclusion of Students with Disabilities in a Rural District.

Authors:
Wischnowski, Michael W.1 mwischnowski@sjfc.edu
Salmon, Susan J.2
Eaton, Karen3

Source:
Abstract:
This paper describes the efforts of one school district to implement and evaluate co-teaching as a means for successfully including most students with disabilities into general education classrooms. The evaluation team collected data for two years at the elementary and middle school levels related to student achievement, application of classroom and test modifications, behavioral referrals, student self-concept, and teacher and parent satisfaction. Evaluation results indicated support for co-teaching as a means for providing students with disabilities access to the general education curriculum and their peers without disabilities.

17. 
A Meta-Analysis of Co-Teaching Research.
Authors:
Murawski, Wendy Weichel
Swanson, H. Lee
Document Type: Article
Subject Terms: *Special education *General education
Abstract: Examines the effectivity of special education. Consideration of a service delivery options within the general education classroom; Emphasis on the need to serve students with disabilities; Use of co-teaching between general and special education teachers.

18. Teachers' Beliefs About Co-Teaching.
Authors: Austin, Vance L.
Document Type: Article
Subject Terms: *Inclusive education *Public schools
NAICS/Industry Codes: 611110 Elementary and Secondary Schools
Abstract:
ABSTRACT The proliferation of inclusion in public schools has prompted the development of several models of collaborative instruction. In response to that trend, this study provides some relevant information about the current state of practice from the perspective of essential stakeholders: the collaborating teachers. This investigation focused primarily on important factors affecting collaborative teaching, including effective strategies that were both valued and used, important teacher preparations, and valued school-based supports. Information relative to these issues was gathered by using the Perceptions of Co-Teaching Survey, an instrument developed by the author. A number of survey respondents were selected randomly to participate in a semistructured interview. Of the 139 participants who returned the completed survey, 92 represented intact collaborative teaching partners. From this respondent pool, 12 co-teachers were interviewed. Based on the most significant findings of the study, two conclusions were posited. First, general education co-teachers were perceived as doing more than their special education partners in the inclusive classroom. Second, co-teachers who had access to the collaborative practices, preparations, and supports listed in the survey considered them less valuable in practice than in theory.

19. **Tell Me About... Your Co-Teaching Struggles and Successes.**

Authors:
Boyden, Alexis1
Kelly, Kay W.
Lasso, Maria Dolores2
Johnson, Lashay3
Weigel, Jessica4
Miller, Lou Anne5
Boulegeris, Georgette6
Kube, Cindy7

Source:

Document Type:
Article

Subject Terms:
*Teaching teams -- Universities & colleges
*Master teachers

People:
Boyden, Alexis
Johnson, Lashay
Weigel, Jessica

Abstract:
The article offers views of several educators including Alexis Boyden, Lashay Johnson and Jessica Weigel, on struggles and success of their co-teaching experience. Topics discussed include collaborating and learning along with teaching, co-teaching inside the classroom with co-teachers and teaching opportunity with a master teacher and support Response to Intervention (RTI).

Author Affiliations:
1 special education teacher, Grand Rapids, Michigan
2 academic director, Universidad San Francisco de Quito, Quito, Ecuador
3 elementary supervisor, Edison Public School District, Edison, New Jersey
4 learning support teacher, West Hills Primary, Armstrong School District, Kittanning, Pennsylvania
5 instructional technology coach, Saratoga Elementary, Lincoln Public Schools, Lincoln, Nebraska
6 principal, Somerville Public Schools, Somerville, New Jersey
7 science teacher, Virginia Beach City Public Schools, Virginia Beach, Virginia