



**C O L L A B O R A T I V E
C O N S U L T A T I V E M O D E L**

Resource List

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IOWA'S CO-TEACHING AND COLLABORATIVE CONSULTATION MODELS

Iowa Department of Education

Why Co-Teaching and Collaborative Consultation?

The two models were adopted in 2004 by the Iowa Department of Education in response to federal legislation.

The No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act of 2004 (IDEA 2004) brought significant changes to Iowa requirements for "highly qualified" special education teachers. The requirements call for subject matter expertise in core academic subjects including English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography. Prior to the legislation, many special education teachers in secondary settings had been teaching subject matter without holding subject matter endorsements. IDEA clarified that students with disabilities, like their nondisabled counterparts, have the right to subject matter expertise as well as special education services.

Combining specialist and subject matter expertise

Some states, as a result of the legislation, began efforts to assist special education teachers in acquiring subject matter expertise. The Iowa Department of Education, however, recognized that students would best benefit through models that combined the expertise of special education teachers and core content teachers. After extensive research and team visits to multiple schools in Iowa who were using collaborative teaching models, the Iowa DE adopted two models to implement the legislation and meet the needs of students: co-teaching and collaborative consultation.

In addition to providing students access to combined expertise of specialists (special education teachers) and core content experts (teachers endorsed in subject matter), the two collaborative models also provide an avenue for students with special needs to be integrated into general education settings, a key component to improving the success of students with disabilities. Compelling research points to improved achievement for these students when they are exposed to the general education curriculum in a setting which includes rich discussion among heterogeneous student groups.

The collaborative models also provide benefit to gifted students and typically-performing students. Two teachers in a classroom improve the teacher-to-student ratio; additionally, both co-teaching and consultation offer opportunities for diversifying classroom instruction and methodology.

<http://www.sai-iowa.org/Professional%20Learning/Mentoring/Co-teachingCollaborativeConsultationModels.pdf>