Leadership and Collaboration. When teaching mathematics to students with mild to moderate disabilities, a special education teacher will often teach in different learning environments. One of the environments may be in an inclusive or mainstream classroom, where the teacher will collaborate and co-teach with the general education teacher. In this position, the teacher will need to work with the general education teacher to provide expertise to ensure students with disabilities are fully integrated into the classroom instruction. Allocate at least 3 hours in the field to support this field experience. Actively observe, interview, and collaborate with the mentor teacher, paraeducator, or aid who currently teaches math in a middle school classroom (Grades 6-8), about collaboration in the inclusive/mainstream classroom. Your observations should address the following: Roles of special education teachers, general education teachers, and students with disabilities in the inclusive setting Opportunities to demonstrate leadership while collaborating in each specified role Leadership opportunities to collaborate outside of the classroom, for each specified role Collaboration models that have been successful for each teacher, taking into consideration student needs Ways to create and maintain safe, inclusive, and culturally responsive learning environments to engage individuals with disabilities in meaningful learning activities and social interaction Advantages and disadvantages of collaborating while teaching math Use any remaining field experience hours to assist the teacher in providing instruction and support to the class. In 250-500 words, summarize and reflect upon your conversations, observations, and instructional experiences. Explain how you will use your findings in your future professional practice.