

**Those Devilish Details:
Scheduling and Common Planning
Time for Co-Teaching**

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Topics for Today

1. Describe class composition that supports or undermines student success in co-teaching
2. Identify strategies for scheduling co-teaching (elementary, middle, and high school)
3. Analyze ideas for creating reasonable amounts of common plan time for co-teachers
4. Discuss other devilish details matters related to co-teaching (matching teachers, troubleshooting problems that arise, etc.)



**The Students in
Co-Taught Classes**



Who Should Be in General Education Classes?

- ▶ Are some students “too low?”
- ▶ What are the criteria for decision-making about student services and placement?
- ▶ How do services (amount and location) align with assessed needs?

Co-Taught Class Composition

- ▶ Baseline is that class sizes should be approximately the same as for classrooms without students with disabilities
- ▶ One incentive can be a slightly smaller class size or “saving slots” for students who move in
- ▶ An issue is the “stapled to the bottom” class list
- ▶ Generally, no more than 20-25% of a class should be SWD for elementary; 33% is the recommended cap, even in high school
- ▶ The goal is to be as close to natural proportion as possible while acknowledging realities

Scheduling: Hints and Tips to Create Sustainable Co-Teaching Programs

Scheduling Universals

- ▶ Co-teaching is not a panacea and is just one point on a continuum of services
- ▶ Schedule SWD first
- ▶ Schedule based on individual needs, not in absolutes
- ▶ Not all SWD in GE classes need co-teaching as a service
- ▶ Cluster students, but avoid tracking them
- ▶ Pay special attention at transition grade levels
- ▶ District expectations

Scheduling: Questions to Consider

- ▶ Who are the students?
- ▶ What are their assessed needs and resulting goals?
- ▶ What level of service intensity is needed (e.g., in which subjects is co-teaching necessary for each student)?
- ▶ How many co-taught sections are needed? Resource sections? Other sections?

Scheduling Template

Student	Grade/ Disability	Present Level of Educational Performance (PLEP) Math	PLEP Reading	PLEP Writing	Behavior Needs Y N	IEP Service Hrs.	Class/ Schedule Needs	Notes/Recommendations/Assessment
Ulysses S. Grant	8 th grade SLD	4.0GE Has responded well to specialized instruction in math class	7.0GE WCJ III	6.5GE WCJ III	X	30 mins. ELA/ day - Inclusive Setting 1hr Math/ day - Special Education Setting	Co-Taught - ELA - Inclusive Regular Education Setting Math - Special Education Setting	No additional notes

Scheduling

- ▶ Iterative process
- ▶ Need to think systemically
- ▶ Daily versus less-than daily services
 - Block by class period/block
 - Schedule by day of the week
 - Schedule by unit
- ▶ Pooled special education and other special services (e.g., ESL) and resources
- ▶ Schedule flexibility
- ▶ Mapping as a scheduling process
- ▶ Related arts and schedules
- ▶ Solution: Collaborative approach

Factors Affecting HS Scheduling

- ▶ How IEPs are written (e.g., IEP based on schedule instead of needs)
- ▶ Tendency to over-serve students (minutes)
- ▶ Staffing patterns and school culture for how services are delivered
- ▶ Consideration of less than daily co-teaching
- ▶ Failure to integrate all services students are receiving

Services...The Rest of the Picture

- ▶ Options other than daily, full-class co-teaching
- ▶ Services in a separate setting
- ▶ Remedial reading services (not SPED)
- ▶ Other services for SWD and ELLs
- ▶ Key: Where/when is SDI best delivered?

Common Planning Time for Co-Teachers



The Problem

- ▶ Challenges of master scheduling planning time dedicated to co-teachers
- ▶ Many competing priorities for already arranged shared planning time (e.g., PLCs)
- ▶ Number of teacher responsibilities to be completed during planning time
- ▶ Use of any scheduled co-planning time...lesson planning but not SDI



Realistic Co-Teaching Planning

- ▶ Periodic (1x/3-4 weeks) face-to-face macro-planning for key decision-making
- ▶ Better use of electronic planning (e.g., shared calendars, dedicated planning apps, Google docs and other products, Skype for itinerant teachers)
- ▶ Supplemented with on-the-spot planning



Shared Planning Time

- ▶ Summer planning for first month using IDEA, foundation, or professional development funds
- ▶ After-school sessions with continuing education credits earned
- ▶ Release time during scheduled professional development sessions
- ▶ Subs scheduled once/month for each team (1-2 hours/team) or creative implementation of other sub options
- ▶ Planning in lieu of a duty or committee assignment

One-Hour Planning Protocol

- ▶ GE teacher outlines upcoming curriculum, context for material to be addressed (12 min.)
- ▶ Student data discussion (10 min.)
- ▶ Together teachers discuss points of difficulty in the material, areas that might require additional support/scaffolding, SDI needs of SWD (15 min.)
- ▶ Together teachers discuss patterns for their co-teaching and groupings, given planned material and student data (15 min.)
- ▶ Partnership discussion (8 min.)

Note: GE teacher prepares before the meeting, SE teacher prepares after the meeting.

Planning on Calendars

- ▶ Lesson planning on existing calendar
- ▶ Calendar shared and annotated to address SDI
- ▶ Example: Outlook
- ▶ Example: Google Calendar



Electronic Teacher Plan Books

- ▶ Co-planning in the cloud
- ▶ Dedicated to lesson planning so directly suited to that purpose
- ▶ Most options allow lesson sharing using simple steps
- ▶ Free or low cost (e.g., \$1.00/month)
- ▶ Example: Planbook.com

Time: On-the-Spot

- ▶ Instructional start-up
- ▶ Review and predict
- ▶ Fast talk

Other Devilish Co-Teaching Details

e-Harmony for Co-Teachers?

- ▶ Volunteers in new programs
- ▶ Gradually, co-teaching becomes a standard of practice and expected of any professional educator
- ▶ Exceptions should be rare and for compelling reasons (not discomfort)
- ▶ Avoid the situation where some people always co-teach and others never co-teach



Staffing in Inclusive Schools

- ▶ Who do you have as staff?
- ▶ How could existing staff be most efficiently and effectively utilized (out-of-the-box thinking)?
- ▶ What equals over-serving students?



Resources

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