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| Coteaching  *Marylyn Friend, 2008, NYSED Part 200.6, Access Center-* [*http://www.k8accesscenter.org*](http://www.k8accesscenter.org/index.php/2007/01/04/improving-access-to-the-general-curriculum-for-students-with-disabilities-through-collaborative-teaching-for-teachers/)*, Quality Indicator Guides-*[*http://www.p12.nysed.gov/specialed/techassist/specedQI.htm#instruct*](http://www.p12.nysed.gov/specialed/techassist/specedQI.htm%23instruct) | |
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| Purpose  *\*This continuum option is not mandated to be available to all SWD.* | * Provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. Planning, delivering and evaluating instruction for all students is shared by the general and special education teachers |
| Physical Set-up | * Space for individual, small and large group work, an environment that reflects collaboration |
| Instructional Groupings | * Maximum number of SWD on the class roster is 12. This includes any student with a disability in that class regardless whether all 12 are recommended for integrated co-teaching. * No regulatory maximum number of non-disabled students, but the number of non-disabled students should be more than or equal to the number of SWD * Instructional groupings are based on similarity of need; levels of academic achievement and learning characteristics, social development, physical development and management needs |
| Collaboration with General Education Teachers | * Share responsibility for delivery, planning and evaluation of specially designed instruction and academic instruction |
| Addressing IEP needs | * Provide specially designed instruction based on annual goals * Ensure the implementation of accommodations * Support transfer & generalization of new skills * Assess and provide feedback on performance |
| One Teach, One Assist | * One teacher plans and instructs, and one teacher provides adaptations and other support * Requires very little joint planning, should be used sparingly |
| Station Teaching | * Teachers divide the responsibility of planning and instruction * Students rotate on a predetermined schedule through stations * Teachers repeat instruction to each group that comes through; delivery may vary according to student needs * Each teacher instructs every student |
| Parallel Teaching | * Teachers share responsibility for planning and instruction * Class is split into heterogeneous groups, and each teacher instructs half on the same material * Content covered is the same, but methods of delivery may differ |
| Alternative Teaching | * Teachers divide responsibilities for planning and instruction * The majority of students remain in a large group setting, but some students work in a small group for preteaching, enrichment, reteaching, or other individualized instruction |
| Team Teaching | * Teachers share responsibilities for planning and instruction * Teachers work as a team to introduce new content, work on developing skills, clarify information, and facilitate learning and classroom management |
| One Teach ,One Observe | * One teacher gathers agreed upon targeted data for future analysis |