

Integrated Co-Teaching

This policy describes the delivery of Integrated Co-Teaching (ICT) programs to achieve compliance and instructional effectiveness in a Blended Learning environment upon return for the 2020-21 school year. Under typical circumstances, ICT is provided jointly by a licensed General Education and Special Education teacher in a heterogeneous class setting comprised of students without and with IEPs as per [NYSED Part 200.6 \(g\)](#)([Open external link](#)).

ICT provides the benefit of multiple ways to deliver instruction, with the important condition that both teachers are actively engaged in the instructional planning, preparation, and delivery of instruction for all students. The policy and guidance to follow also pertains to Specialized Programs (see last section "Considerations for Specialized Programs") that are delivered in an Integrated Co-Teaching model (ASD Nest, IRead, ACES ICT, Access, Bilingual Special Education, and Mixed Group Classes).

Staffing of Blended Learning and Fully Remote ICT pairs is described below in Integrated Co-Teaching Pairings. Except in rare cases, where both teachers have in-person partial programs, the same team will not deliver in person and remote instruction. In a Blended Learning Environment ICT pairs should continue to plan and develop lessons using the six co-teaching models, which are used flexibly and purposefully. There is no one model that supersedes the other. Students with IEPs may receive small group, specially designed instruction with their Special Educator for specially designed instruction within the core lesson, provided that a general education peer(s) is also in the group. Co-Teachers should utilize Instructional Coordination time for co-planning to maximize instructional impact.

The primary responsibilities of the Special Education teacher remain to specially design the delivery of instruction for students with IEPs, utilize pedagogical methods to help all students access the curricular content, and serve as the case manager for students' IEPs. The

primary responsibilities of the General Education teacher remain designing instruction for all students to access learning standards in the content areas and applying universal strategies for all students to access the curriculum. Both teachers are equally responsible to co-plan, including using data to strategically differentiate instruction, and co-teach during the time designated for core instruction for all students in their class.

General Guidelines for Programming Integrated Co-Teaching

Teachers should be assigned to ensure that services can be provided in a manner that will deliver the greatest educational benefit and sense of normalcy for students, while keeping to the tenets of the program model to the greatest extent possible. Co-teaching pairs will be selected in consideration of teachers' previous positive working relationships and prior demonstrated efficacy. When assigning in-person special education teachers, first priority should be given to special classes (12:1, 12:1:1, 15:1).

Schools must also take the size of the physical space into consideration when programming classes. Where possible, ICT classes should be assigned to the largest physical classroom to allow for additional teachers and increased student capacity. Special classes may be assigned to smaller classrooms when larger classrooms must be used for ICT. Schools should take into consideration whether a classroom or IEP-assigned paraprofessional will be necessary.

Programming Guidelines for Integrated Co-Teaching

Effectively programming and staffing ICT classes for blended learning will require thoughtful planning and preparation.

Schools must assign teacher teams to provide blended in-person ICT instruction and must assign remote ICT pairs to provide remote services to students learning in a fully remote environment.

In some cases, it may be necessary for schools to create two grade bridged ICT classes. Functional grouping must be consistent and appropriate and considerate of testing versus non-testing grades.

ICT classes must be configured to meet specific criteria. ICT is provided by General Education and Special Education teachers in the general education classroom to a mixed group consisting of:

- At least 60% students without IEPs; and
- No more than 40% with a maximum of 12 students with IEPs.

Schools must ensure that the ICT “class” adheres to the 60/40 ratio and that defined in-person blended and remote learning ICT groups adhere to the ratio to the extent possible.

Students with disabilities may receive small group, specially designed instruction within the core lesson. However, ICT In-Person Blended Learning ICT groups may not be divided into one group of students with IEPs and one group of students without IEPs and placed in separate class locations under any circumstances.

Schools are required to deliver ICT instruction in the content area(s) recommended on a student’s IEP. A student need not be programmed for ICT in content areas that are not reflected in the student’s IEP.

Once common planning time, office hours, preparation period and a duty-free lunch have been included in the teacher’s schedule, blended in-person teachers may be available to provide other Special Education instruction if their schedule permits. For example, if there are students who are recommended for SETSS services, a blended

in-person ICT teacher with available time in their schedule may provide those services.

Integrated Co-Teaching Pairings

Fully Remote ICT

Schools must establish a remote co-teaching pair, consisting of a remote Special Education teacher and remote General Education teacher. Remote ICT pairs are wholly responsible for the teaching and learning and delivery of specialized instruction for students with and without IEPs on their remote caseload. The remote pair must work collaboratively to plan lessons and to jointly deliver synchronous instruction. Remote co-teaching pairs will follow expectations outlined in the [Instructional Guidelines](#), with emphasis on:

- Providing students with a combination of synchronous and asynchronous instruction daily to reflect grade level expectations.
- Coordinate instruction planning daily with other teachers, including ENL teachers, and Special Education support staff using the instructional coordination time.
- Engage students in small group or individualized instruction occurring synchronously to provide students with more targeted instruction, guided practice and immediate, constructive feedback.
- Progress monitoring and data collection of student IEP goals.
- Develop Individualized Education Programs for students on their caseload.
- Engaging parents and caregivers into remote lessons when appropriate.

Blended In-person ICT

Schools must establish the in-person co-teaching pair, consisting of a blended in-person Special Education teacher and a blended in-person General Education teacher. Every effort, including the reassignment of special education teachers with school funded out-of-classroom positions, should be made to assign a certified blended in-person

special education teacher and a certified blended in-person general education teacher to each ICT section. Blended in-person ICT pairs are responsible for the delivery of specialized instruction to students in their class who are attending school in person. Co-teachers will utilize traditional models of Integrated Co-Teaching to deliver instruction to students in person and should continue to use them flexibly as determined by the co-teaching pair. Blended on-site co-teaching pairs will follow the expectations outlined in the [Instructional Guidelines](#), with emphasis on:

- Co-planning for and assigning asynchronous work to student.
- Co-planning, co-administering, and co-evaluating assessments of student performance.
- Coordinate instruction planning daily with other teachers, including ENL teachers, and Special Education support staff using the instructional coordination time for blended learning students when they are both in person and remote.
- Work with the remote teacher to communicate, prepare and coordinate students' asynchronous schedules and self-paced student activities, tasks and assignments.
- Engage students in small group or individualized instruction to provide students with targeted instruction, guided practice, and constructive feedback.

In order to best meet the needs of students on remote learning days, blended on-site ICT pairs should collaborate with their students' blended remote teachers during their daily instructional coordination period.

Blended Remote ICT

Each blended ICT class will be assigned one (1) blended remote teacher, who will be responsible for facilitating learning for blended learning students (both general education and special education) on their remote days. The blended remote teacher will follow the

expectations outlined in the Instructional Guidelines, with emphasis on:

- Co-planning with the on-site instructor to provide access to lessons that are aligned to the curriculum, scope and sequence appropriate for the students being served.
- Co-planning for, co-administering, and co-evaluating assessments of student performance.
- Conducting outreach to individual students and families to provide feedback.
- Engage students in small group or individualized instruction occurring synchronously to provide students with more targeted instruction, guided practice and immediate, constructive feedback.
- Providing students with a combination of synchronous and asynchronous instruction daily.
- Coordinate instruction planning daily with other teachers, including ENL teachers, and Special Education support staff using the instructional coordination time for blended learning students when they are both in person and remote.

The blended remote teacher(s) will use resources created by the NYCDOE including those created by the VCS. Schools should prioritize assigning teachers to blended remote ICT groups in the following order:

- A special education teacher, if available
- A general education teacher with experience teaching students with disabilities

In the instance that a school has insufficient certified special education teachers teaching on-site to cover all special classes and ICT classes, the Blended Remote Teacher **must** be a certified special education teacher and the school should identify a substitute who is a certified special education teacher and use the COVID-19 Related School Staffing Needs Request Form to submit a request for COVID-related staffing needs coverage.

Additional programming and instructional guidance will be shared with schools on the [COVID-19 Special Education Guidance](#) page of the InfoHub.

Considerations for Specialized Programs

For Specialized Programs that are delivered using an ICT model (ASD Nest, IRead, ACES ICT, Access, Bilingual Special Education, Mixed Group Classes), Special and General Education teachers should only be assigned to serve Specialized Program sections consistent with their license area and specialized training, in accordance with the guidance in the [School Allocation Memorandum, Specialized Programs No. 16](#)(Open external link).