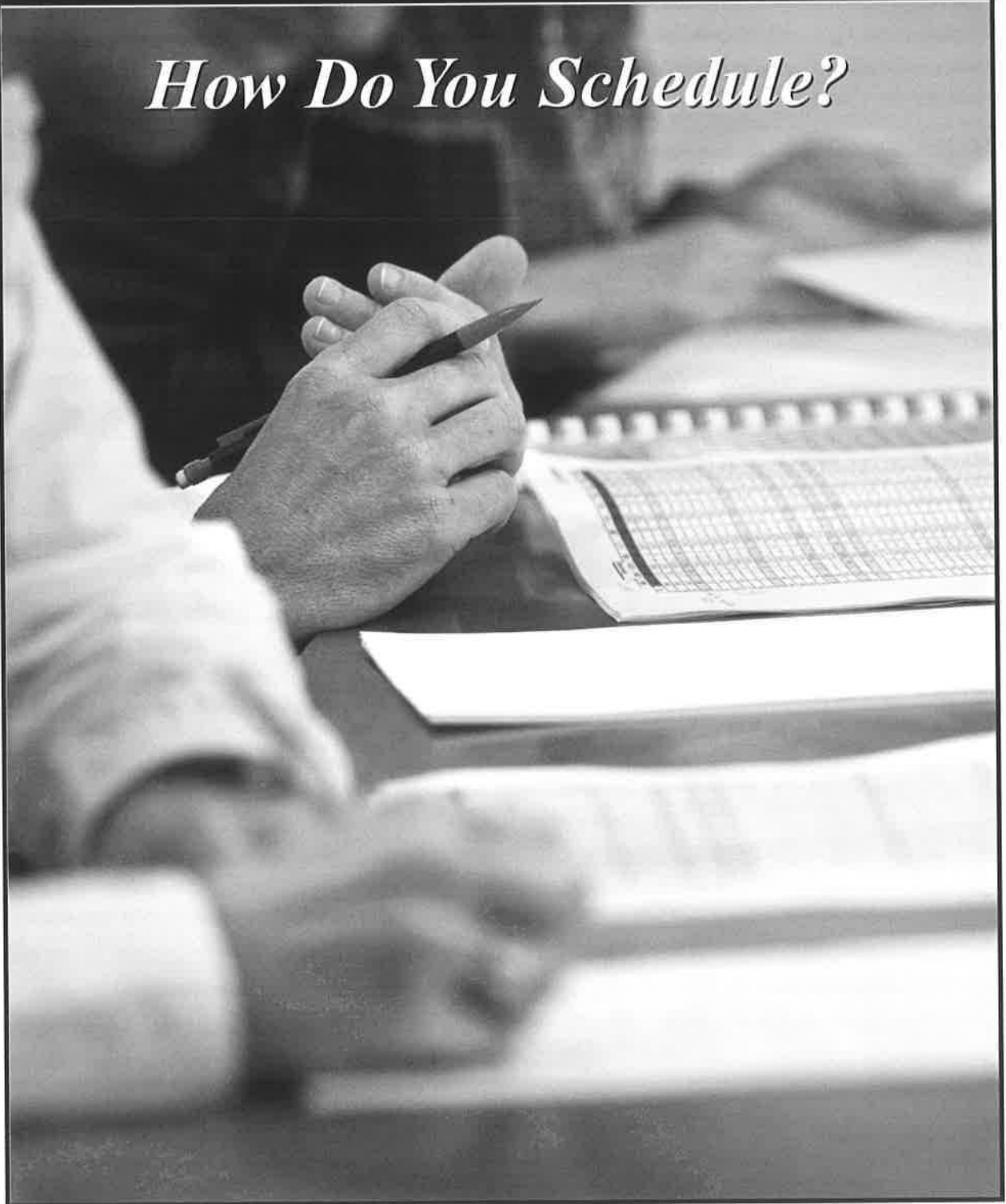


Section III

How Do You Schedule?



SCHEDULING CO-TAUGHT CLASSES

A. Determine the number of co-taught classes

Each year the number of co-taught classes changes based on students' needs. In order to determine the number of co-taught classes each year, the following points should be examined:

1. The number of students with special needs that can be served through consultation only and do **not** need to be supported in co-taught classes.
For example: A student with a mild reading disability may be served in the regular classroom with accommodations made by the general education teacher and therefore does **not** need to be co-taught.
2. The number of students with special needs that need co-teaching in a specific content/subject area. *For example:* A student with a math disability may need to be in a co-taught math class, but does **not** need to be co-taught in other subject areas.
3. The number of students with special needs that need co-teaching in more than one subject area.

B. Schedule co-taught classes.

Special consideration should be made by the school administration when scheduling co-taught classes. The percentage of students with IEPs in a co-taught class varies greatly based on the individual academic and behavioral needs of the students in the class.

- *For example:* A co-taught math class of 26 students may have eight students with IEPs, but these students are motivated to learn and have few accommodations/modifications. The remaining 18 students are at or above grade level and have few behavioral concerns. In this co-taught class, the teachers are able to meet the academic needs of all the students.
- *For example:* A co-taught social studies class of 26 may have four students with IEPs, but also has an ESL student and three students with academic concerns. The rest of the class is at or above grade level and has few behavioral concerns. Even with the make-up of this class, the co-teachers are still able to meet the academic expectations and the students have good social modeling.

When a co-taught class has a large percentage of students with learning and behavior challenges, teaching to the academic standards can be affected and positive role models for these students in the co-taught classroom are lacking.

- *For example:* In a co-taught language arts class of 26 students, 13 of the students have IEPs. Four of these students have significant modifications. Five have attention problems, and the remaining four have just a few accommodations. Other students in the class also have problems with reading comprehension, as well as two other students with behavior issues. This class has so many students with a variety of academic and behavior needs that the co-teachers are **unable** to keep up with the pacing and academic expectations.
- *For example:* In a co-taught science class of 26 students, four students have IEPs, five students have 504 plans, three students have been tested but did not qualify, and two have significant behavior problems. Even though this co-taught class is made up of only about 20 percent of students with IEPs, the co-teachers are **not** able to meet the academic needs of the class, nor does the students have good models for success.

C. Schedule co-teachers.

Experienced specialists have found they are most successful in the classroom if they limit the amount of lesson plan preparations to **three** different co-teaching academic preps.

- *For example:* In an elementary school, a specialist might co-teach math in one fourth grade class and co-teach reading in two 3rd grade classes. (3 different co-teaching preps)
- *For example:* In a high school, a specialist might co-teach two periods of U.S. History with the same teacher and two periods of Algebra I with the same teacher. (2 different co-teaching preps)

More than three different academic preparations does not allow for co-planning time which, in turn, affects the co-teachers' ability to adequately meet the needs of their students.

D. Develop the Master Schedule.

Students' needs should be put first when designing the school's Master Schedule. Therefore, co-teaching classes and co-teachers' schedules will vary from school to school and change from year to year. Specific scheduling information, including sample co-teaching schedules for the elementary, middle and high schools, are provided on pages 13-21.

DEVELOPING CO-TEACHING SCHEDULES

A. Scheduling Co-Taught Classes in Elementary School

Elementary school scheduling is unique because of the variety of program structures at the elementary level. It is important to remember when scheduling co-taught classes that the schedule of the entire school may have to be adjusted. This adjustment is based on student needs.

In order to determine the number of co-taught classes each year, the following steps should be followed:

1. The special education teachers should make a list of the students with special needs that can be served through consultation only (regular classroom, with some accommodations) and do **not** need the support of a co-taught class.
2. The special education teachers should then determine the students with special needs that need co-teaching by grade and specific content/subject area. *For example:* A student with a math disability may need to be scheduled for a co-taught math class, but does not need to be co-taught in other subject areas. Some students may need co-teaching in more than one subject area.
3. The special education teachers and administration collaborate and share this information. They can now determine how many grade levels and subject areas need to be co-taught.
4. The grade levels/subjects to be co-taught are affected by student needs and the number of specialists available to co-teach. Based on this information, the administrator determines which general education teachers will be co-teaching.

The administrator (with input from the faculty) will now develop the master schedule.

- The number of preparations for each specialist should be taken into account. Studies have shown that effective co-teachers have **no more than three different academic preparations in their schedule** (see page 12).
- Common planning time should be incorporated into the schedule. Common planning time is **critical** to the success of a co-teaching program. Co-planning time allows co-teachers to develop lessons that are creative, motivating and designed to meet the needs of the diverse learners in the classroom (see page 30).
- Additional adjustments may need to be made in the schedule to allow for common planning time. Some schools use a floating planning period to provide common planning time during the school day. **See Sample Elementary Schedule on page 14.**
- To avoid overloading a self-contained general education class with students with special needs, there **may** need to be movement of students within the school day. *For example,* in a school with three 2nd grade classrooms, one of the teachers will co-teach language arts. During the language arts block, several students who need co-teaching will move from the other two 2nd grade classes into the co-taught class. The same number of students will move from the co-taught classroom into the other two 2nd grade classes for their language arts block. This will allow each class to maintain a balanced number of students. The administrator will need to adjust the master schedule to reflect teaching subjects at the same time.

SAMPLE ELEMENTARY CO-TEACHING SCHEDULE WITH FLOATING PLANNING PERIOD

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	*1st grade reading support	**Co-teach 1st grade reading	1st grade reading support	Co-teach 1st grade reading	1st grade reading support
9:00-10:30	Co-teach 2nd grade math	Co-teach 2nd grade math	Co-teach 2nd grade math	Plan 9-9:30 with Kindergarten and plan 9:30-10:00 with 1st grade Support	Co-teach 2nd grade math
10:30-11:00	Support	Support	Support	Support	Plan with 3rd grade LA
11:00-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:15	Co-teach Kindergarten	Plan with 2nd grade math	Co-teach Kindergarten	Co-teach Kindergarten	Co-teach Kindergarten
12:15-1:00	Planning	Support	Planning	Support	Planning
1:00-2:30	Co-teach 3rd language arts	Co-teach 3rd language arts	Co-teach 3rd language arts	Co-teach 3rd language arts	Co-teach 3rd language arts

This specialist serves grades K-3.

This schedule incorporates a floating planning period into the schedule.

This allows for common planning during the week with each co-teacher.

*MWF – provides intensive reading instruction to a group of students (from 8-9).

**T/Th - co-teaches with a 1st grade teacher (from 8-9).

DEVELOPING CO-TEACHING SCHEDULES

B. Scheduling Co-Taught Classes in Middle School

1. In early spring, prior to the development of the next school year's master schedule, a transition meeting should be held. To begin the scheduling process, the middle school special education department chair should meet with the elementary school special education teacher to discuss the transition of students with disabilities from the elementary school to the middle school.

During this meeting:

- A. The elementary school special education teacher should submit a list of rising middle school students with special needs that are recommended for co-taught classes. This list should include the specific subjects in which these students will need co-teaching. A separate list should include students with special needs who do not need a co-taught class but will be included in general education classes and receive consultative services.
 - B. The two teachers should discuss "reasonable" accommodations for students with special needs in middle school.
2. Prior to the development of the next school year's master schedule, the middle school special education department should meet.

During this meeting:

- A. The special education department should list current students with special needs that are recommended for co-taught classes for the next school year. This list should include the specific subjects in which these students will need co-teaching. **Note:** Students with special needs may not need to be co-taught in all subject areas. Example: A student with a math disability may only need co-teaching in math.
 - B. The department should also generate a list of students with special needs who do not need a co-taught class but will be included in general education classes and receive consultative services.
3. The special education department chairperson should now meet with the person in charge of scheduling at the middle school.

During this meeting:

- A. The list of middle school students with special needs recommended for co-taught classes and the specific subjects they need to be co-taught in at each grade level should be shared.
 - B. The approximate number of sections for co-taught subjects at each grade level can now be determined.
4. Determine which general education teachers will be co-teaching at each grade level and subject area. Keep in mind that overloading a co-taught class with students who have special needs will not be effective. Studies indicate that an effective co-taught class should not include more than 25-30% of students with disabilities. The number of students with special needs may be less if the co-taught class also consists of several general education students that require great amounts of academic and behavioral assistance (see B on page 11).
 5. The special education department and/or department chair should meet with an administrator to determine specialists' co-teaching placements. The number of preparations for each specialist should be taken into account. Studies have shown that effective co-teachers have **no more than three different academic preparations** in their schedule.

6. When developing the master schedule, common planning time for the co-teachers should be arranged. **Common planning time is critical for the success of a co-teaching program. Co-planning time allows co-teachers to develop lessons that are creative, motivating, and meet the needs of the diverse learners in the classroom.**
7. In early summer, after student schedules have been set:
 - A. The special education department should meet with the person in charge of scheduling to review the schedules of all students with special needs. Compensation for these work days should be considered.
 - B. Each student's schedule should be reviewed for accuracy. Proper co-teaching placements should be verified.
8. After the students' schedules have been reviewed and corrections have been made:
 - A. A copy of rosters for the co-taught classes should be reviewed by the special education department.
 - B. Special consideration should be taken to balance the number of students with disabilities and other students with behavioral and/or academic needs in each class. Changes should be made at this time to adjust and balance co-taught classes.
9. After students have received their schedules, any change requested by students with special needs or their parents **must be approved** by the special education department chairperson. This prevents changes from being made without the knowledge of the IEP case manager.
10. The special education department chair should be involved in the scheduling of any new student with special needs enrolling in the middle school after the schedules have been set and/or the school year has begun.

SAMPLE MIDDLE SCHOOL CO-TEACHING SCHEDULE

Teacher A

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Study Skills/ Support	Study Skills/ Support	Study Skills/ Support	Study Skills/ Support	Study Skills/ Support
2	Co-Teach Lang. Arts 8	Co-Teach Lang. Arts 8	Co-Teach Lang. Arts 8	Co-Teach Lang. Arts 8	Co-Teach Lang. Arts 8
3	Co-Teach Lang. Arts 7	Co-Teach Lang. Arts 7	Co-Teach Lang. Arts 7	Co-Teach Lang. Arts 7	Co-Teach Lang. Arts
4	Planning	Planning	Planning	Planning	Planning
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	Co-Teach Math 7	Co-Teach Math 7	Co-Teach Math 7	Co-Teach Math 7	Co-Teach Math 7
7	Support	Support	Support	Support	Support

Teacher B

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Co-Teach Lang. Arts 6	Co-Teach Lang. Arts 6	Co-Teach Lang. Arts 6	Co-Teach Lang. Arts 6	Co-Teach Lang. Arts 6
2	Co-Teach Math 6	Co-Teach Math 6	Co-Teach Math 6	Co-Teach Math 6	Co-Teach Math 6
3	Co-Teach Math 8	Co-Teach Math 8	Co-Teach Math 8	Co-Teach Math 8	Co-Teach Math 8
4	Study Skills/ Support	Study Skills/ Support	Study Skills/ Support	Study Skills/ Support	Study Skills/ Support
5	Planning	Planning	Planning	Planning	Planning
6	Lunch	Lunch	Lunch	Lunch	Lunch
7	Support	Support	Support	Support	Support

This middle school has only 2 specialists available to co-teach.

Based on the needs of the students the two specialists will co-teach in grades 6-8 in the areas of math and language arts.

Students identified as needing additional support will also attend a study skills/support class as an elective course.

Each specialist has **three different co-teaching preps.**

DEVELOPING CO-TEACHING SCHEDULES

C. Scheduling Co-Taught Classes in High School

1. In early spring, prior to the development of the next school year's master schedule, a transition meeting should be held. To begin the scheduling process, the high school special education department chair should meet with the middle school special education department chair to discuss the transition of students with special needs from the middle school to the high school.

During this meeting:

- A. The middle school department chair should submit a list of rising 9th graders with special needs that are recommended for co-taught classes. This list should include the specific subjects in which these students will need co-teaching. A separate list should include students with special needs who do not need a co-taught class, but will be included in general education classes and receive consultative services.
 - B. Both department chairs should discuss "reasonable" accommodations for students with special needs in high school.
2. Prior to the development of the next school year's master schedule, the high school special education department should meet.

During this meeting:

- A. The special education department should list current 9th, 10th and 11th grade students that are recommended for co-taught classes for the next school year. This list should include the specific subjects in which these students will need co-teaching. **Note:** Students with special needs may not need to be co-taught in all subject areas. Example: A student with a math disability may only need co-teaching in math.
 - B. The department should also generate a list of students with special needs who do not need a co-taught class but will be included in general education classes and receive consultative services.
3. The special education department chairperson should now meet with the person in charge of scheduling at the high school.

During this meeting:

- A. The list of 9th-12th grade students with special needs recommended for co-taught classes and the specific subjects they need to be co-taught in at each grade level should be shared.
 - B. The approximate number of sections for co-taught subjects at each grade level can now be determined.
4. Determine which general education teachers will be co-teaching at each grade level and subject area. Keep in mind that overloading a co-taught class with students who have special needs will not be effective. Studies indicate that an effective co-taught class should not include more than 25-30% of students with disabilities. The number of students with special needs may be less if the co-taught class also consists of several general education students that require great amounts of academic and behavioral assistance (see B on page 11).

5. The special education department and/or department chair should meet with an administrator to determine specialists' co-teaching placements. The number of preparations for each specialist should be taken into account. Studies have shown that effective co-teachers have **no more than three different academic preparations** in their schedule.
6. When developing the master schedule, common planning time for the co-teachers should be arranged. **Common planning time is critical for the success of a co-teaching program. Co-planning time allows co-teachers to develop lessons that are creative, motivating, and meet the needs of the diverse learners in the classroom.**
7. In early summer, after student schedules have been set:
 - A. The special education department should meet with the person in charge of scheduling to review the schedules of all students with special needs. Compensation for these work days should be considered.
 - B. Each student's schedule should be reviewed for accuracy. Proper co-teaching placements should be verified.
8. After the students' schedules have been reviewed and corrections have been made:
 - A. A copy of rosters for the co-taught classes should be reviewed by the special education department.
 - B. Special consideration should be taken to balance the number of students with disabilities and other students with behavioral and/or academic needs in each class. Changes should be made at this time to adjust and balance co-taught classes.
9. After students have received their schedules, any change requested by students with special needs or their parents **must be approved** by the special education chairperson. This prevents changes from being made without the knowledge of the special needs case manager.
10. The special education department chair should be involved in the scheduling of any new student with special needs enrolling in the high school after the schedules have been set and/or the school year has begun.

SAMPLE HIGH SCHOOL BLOCK A/B SCHEDULE

This school is on a block schedule. Periods 1-4 alternate days with Periods 5-8. This teacher co-teaches in the math content area only.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1A	*Geometry		Geometry		Geometry
2A	**Content Mastery		Content Mastery		Content Mastery
LUNCH					
3A	**Algebra I		Algebra I		Algebra I
4A	Planning		Planning		Plan with Geometry Co-Teacher
5B		*Geometry		Geometry	
6B		**Algebra I		Algebra I	
LUNCH					
7B		Planning		Plan with Algebra Co-Teacher	
8B		**Content Mastery		Content Mastery	

*co-teaches with the same geometry teacher - **1 prep**

co-teaches with the same algebra teacher - **1 prep

***Content Mastery is a support class (elective credit) where students learn specific study strategies and receive tutorial help. For additional information and syllabus refer to pages 55-60.

SAMPLE HIGH SCHOOL TRADITIONAL SCHEDULE

This school is on a 6 period day. The teacher co-teaches across the content area.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	* English I	English I	English I	English I	English I
2	** Pre-Phys/ Pre-Chem	Pre-Phys/ Pre-Chem	Pre-Phys/ Pre-Chem	Pre-Phys/ Pre-Chem	Pre-Phys/ Pre-Chem
3	Plan with English I Co-Teacher	Planning	Plan with English III Co-Teacher	Planning	Plan with Pre-Phys Co-Teacher
LUNCH					
4	* English I	English I	English I	English I	English I
5	*** English III	English III	English III	English III	English III
6	**** Consultation/ Monitoring	Consultation/ Monitoring	Consultation/ Monitoring	Consultation/ Monitoring	Consultation/ Monitoring

*co-teaches with the same English I teacher - **1 prep**

co-teaches with Pre-Phys/Pre-Chem (*changes at semester*) - **1 prep

***co-teaches with English III teacher - **1 prep**

****consultation period is available for assisting in science lab classes or providing accommodations/modifications for students where needed