

Elementary Co-Teaching Proposal



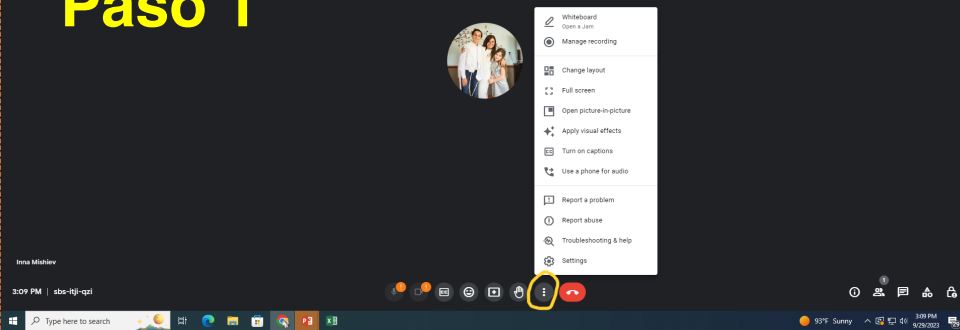
Turning on Captions in a Different Language

Activar subtítulos en un idioma diferente



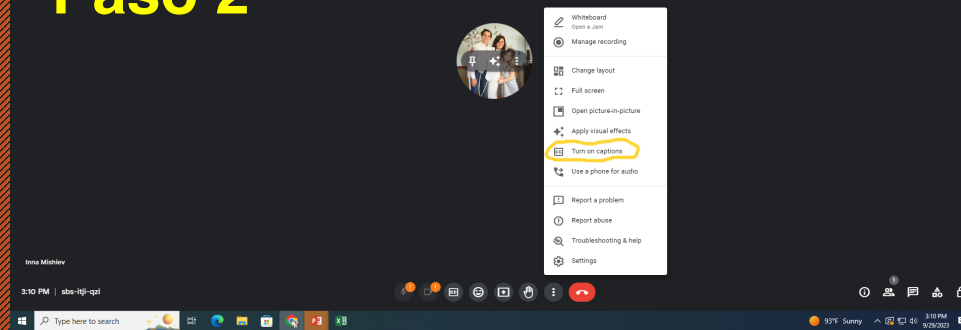
Step 1

Paso 1



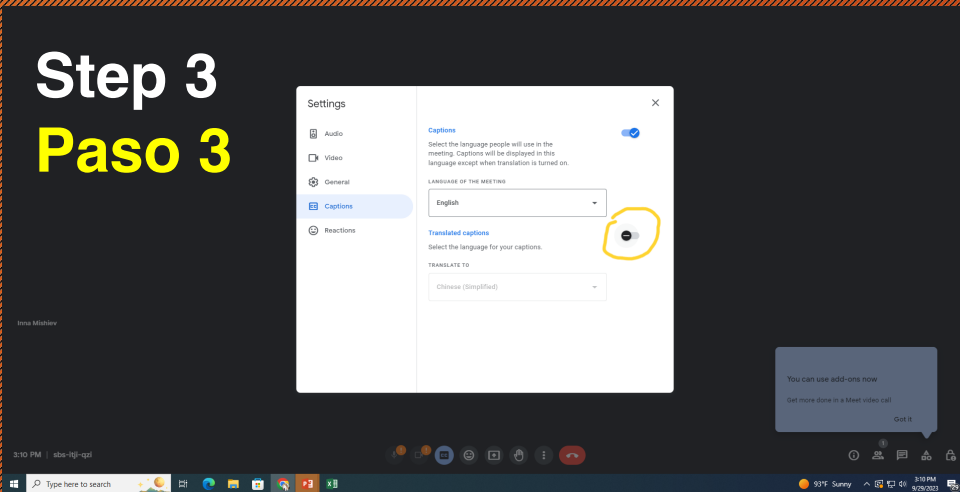
Step 2

Paso 2



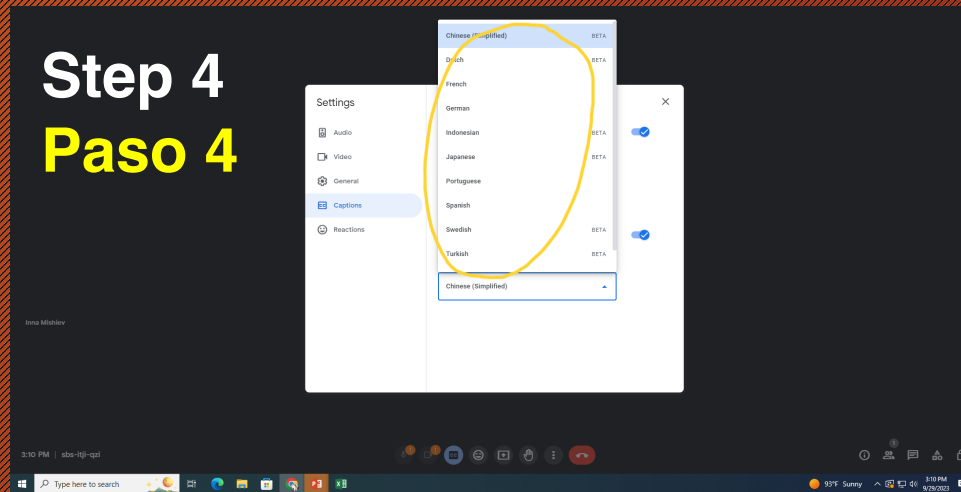
Step 3

Paso 3



Step 4

Paso 4

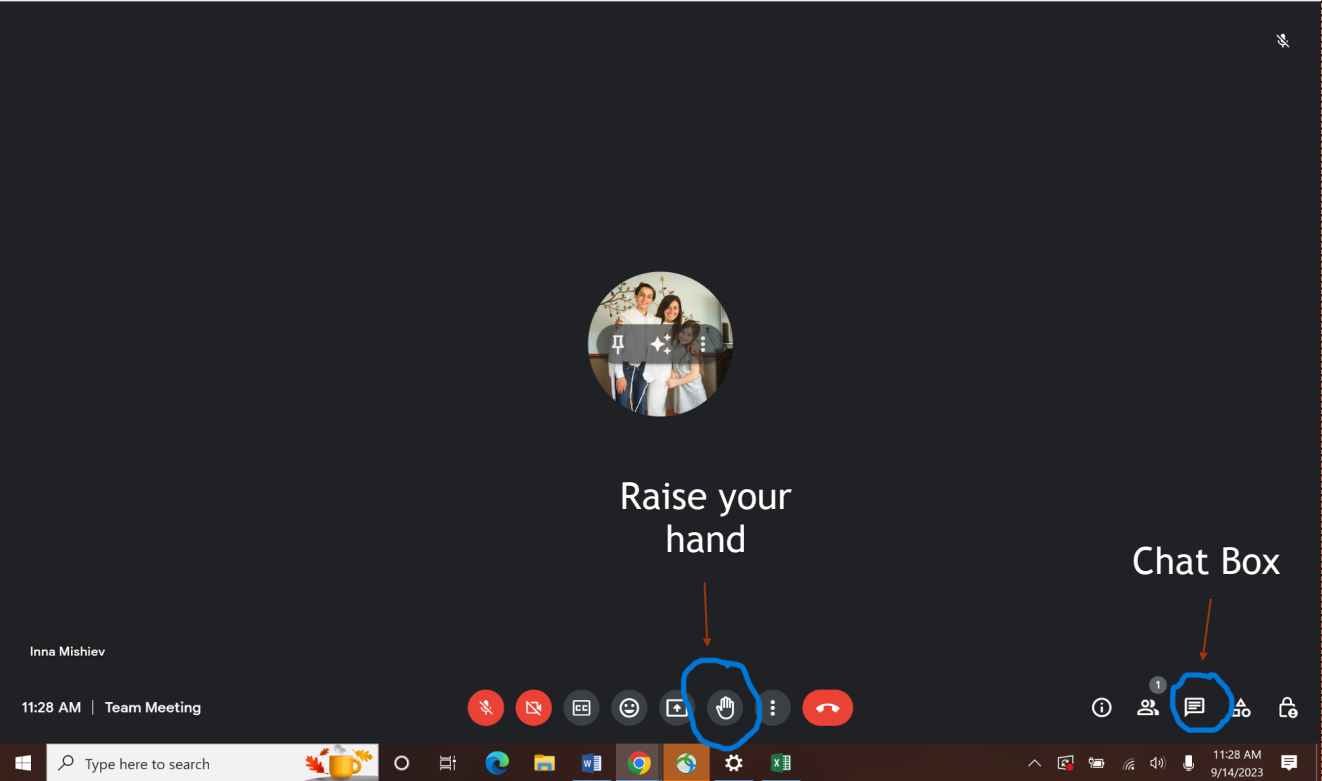


Ways You Can Participate During the Presentation



[Click the link to Question & Comment Form](#)

Raise Your Hand or Put a Comment in the Chat Box



QR Code



Co-Teaching Presentation Purpose



The purpose of this presentation is to present a proposal to transition from a part time co-teaching model at the elementary buildings to a full time co-teaching model, beginning with the 2024-2025 Kindergarten cohort.

Presentation Agenda

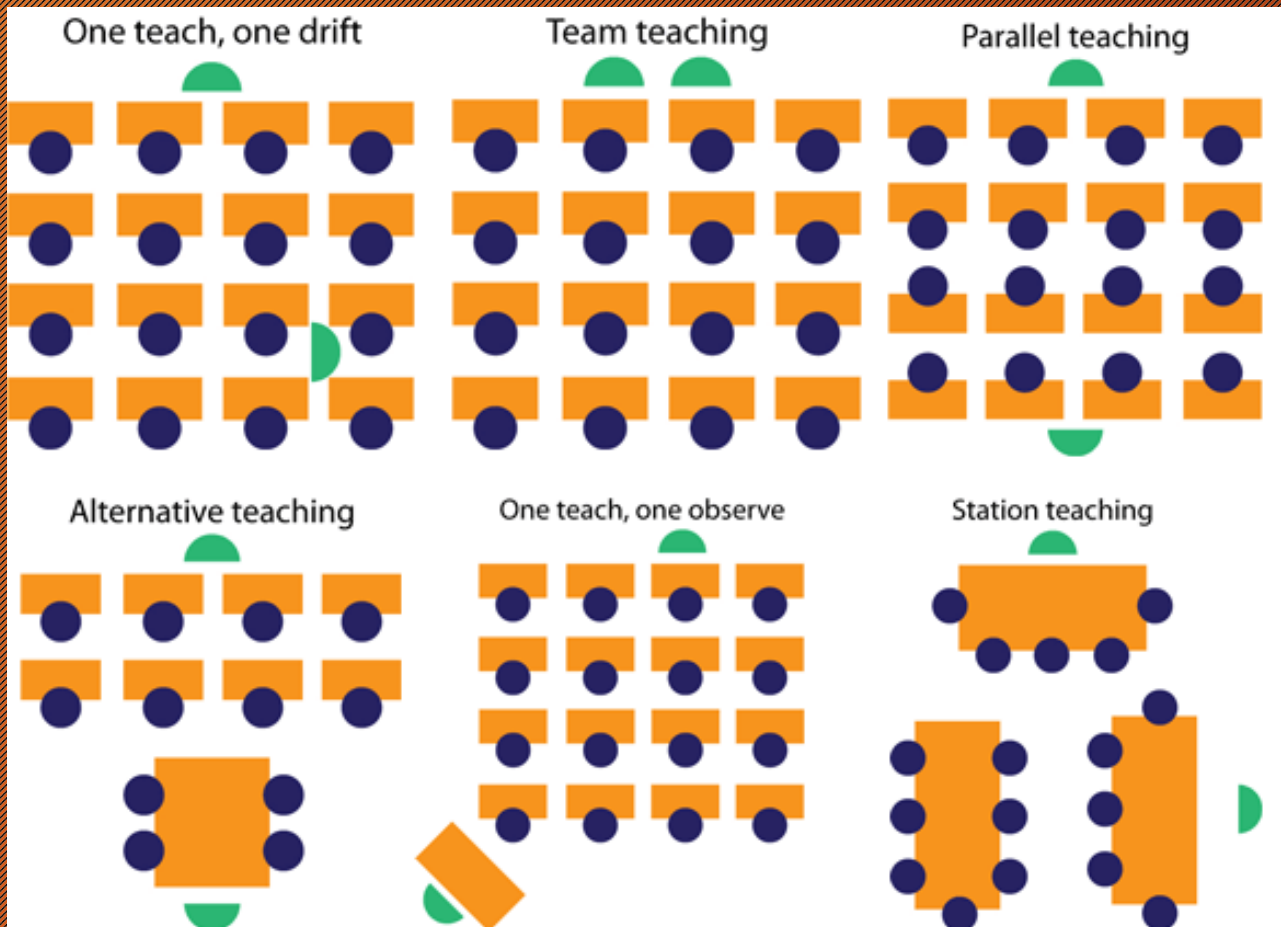
- ❑ Co-Teaching Model
- ❑ District Co-Teaching Glows and Grows
- ❑ Co-Teaching Proposal

The Many Names of Co-Teaching

- Integrated Co-Teaching (ICT)
- Co-Teaching
- Team Teaching
- Inclusion
- Collaborative Teaching
- Collaborative Team Teaching



What does Co-Teaching look like?



Co-teaching is a **collaborative approach** to instruction in which **two teachers**, a **general education teacher** and a **special education teacher**, **work together** to **plan** and then **implement instruction** for a class that includes students with disabilities.

Content Teacher

Strengths

- Knowledgeable about the content
- Skilled at sequencing content-related knowledge & skills
- Able to foster deeper study of the topic



Specialist Teacher

Strengths

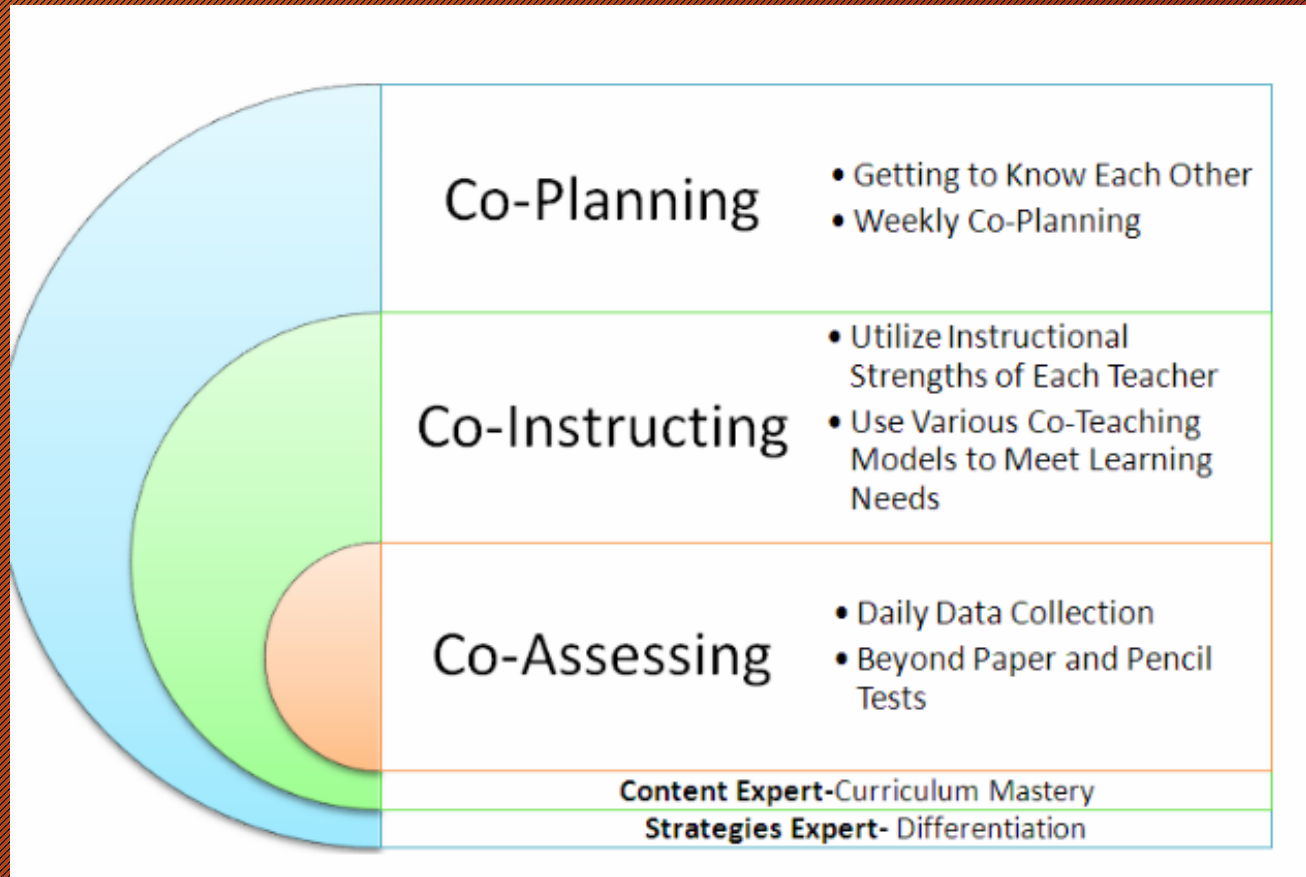
- Knowledge about learning strategies
- Skilled at helping students access content knowledge & skills
- Able to help differentiate based on students' needs

Effective Co-Teaching



	Co-Teaching Features
<input type="checkbox"/>	The co-teaching team has a <u>shared vision and goals</u> .
<input type="checkbox"/>	Co-teachers have an established and <u>regular planning time</u> .
<input type="checkbox"/>	Co-teachers refer to students as “our students.” Both teachers are acknowledged on classroom doors, information that goes home to families and on report cards. The special education teacher and general education teacher cannot be distinguished in the class. <u>Both are equal partners, facilitators and contributors.</u>
<input type="checkbox"/>	Both teachers <u>regularly team teach, work with students with and without disabilities, communicate with families</u> of students with and without disabilities and <u>take turns leading class instruction</u> .
<input type="checkbox"/>	Flexibility and adaptations within the classroom is supported by both teachers.

Co-Teaching Process



Current Elementary Co-Teaching Model **GLOWS**



- School leaders identified the high quality of educators, professional partnerships between co-teachers and care for students as universal assets.
- The district is committed to supporting co-teachers in shared professional experiences and learning. Example: Fountas and Pinnell for all teachers in grades K-2 for 2022-2023.
- 100% of classrooms visited provided a positive, caring environment that addressed varied needs of students.



Current Elementary Co-Teaching Model

GLOWS



- School Leaders are engaged in supporting high levels of learning for all students.
- Varied Co-Teaching approaches were observed during class visits
- The district has committed to maintaining co-teaching teams, to the greatest extent possible, to support professional partnerships in their continued learning and growth.



Current Elementary Co-Teaching Model **GROWS**



- The district is committed to supporting co-teachers in shared professional experiences and learning. Example: Fountas and Pinnell will be expanded for all teachers in grades 3-5 for 2023-2024.

- The district is committed to developing a set schedule or system of co-planning for co-teaching teams. Planning and preparation for a co-teaching team is essential for a successful partnership in the classroom for teachers and students.

- The district is working towards professional learning and building commitments with a focus on **Specially Designed Instruction within Integrated Co-Teaching classrooms.**

Specially Designed Instruction includes:

- co-planning and collective responsibility for student learning
- support co-planning: time, structure, coaching, monitoring
- monitor student learning using data



2023-2024 Specially Designed Instruction Support to Elementary Co-Teaching Teams/General Education Teacher in Specials



- Using data to guide lesson plan development.



How to Use Data to Drive Instruction

- ★ Look for trends in the data to plan class lessons.
- ★ Look at individual scores to form small groups.
- ★ Remember that you know your students better than any test.
- ★ Collect additional data on a regular basis.
- ★ Share the results with your students.

- Professional Development for fine arts teachers through PLC (Professional Learning Communities)
- Special Olympics will be supporting and training all physical education teachers on strategies and adaptations to the curriculum
- NWEA assessments, F&P benchmarking, Math Monthly Common Assessment

Co-Teaching **Kindergarten** Centralization Proposal Components 2024-2025



- 2 sections of **FULL** day ICT (one late school, one early school)
- **EXPAND** second grade to 80 minutes English/80 minutes Math (currently 40 minutes English/40 minutes Math)
- **Daily Common Planning Time** for Special Education & General Education Teacher
- Special Education Teacher in **one** grade level all day
- No more than 50% of the class will have classified students (maximum number of classified students in an ICT class is 12)
- Continued professional development for teachers in fine arts and physical education-inclusive opportunity for students in the least restrictive environment in specials (teaching assistants considered for additional support when needed)
- Psychologist FTE expanded in 2023-2024 in preparation for needed support in 2024-2025
- Consultation Support (*as needed*) - contracted agency provider
- Transportation to centralized building locations

Co-Teaching Kindergarten Centralization Proposal - 6 Year Plan



		2024-2025 Co-Teaching Year 1 <i>*projection based on 2023-2024 data</i>	2025-2026 Co-Teaching Year 2 <i>*projection based on 2023-2024 data</i>	2026-2027 Co-Teaching Year 3 <i>*projection based on 2023-2024 data</i>	2027-2028 Co-Teaching Year 4 <i>*projection based on 2023-2024 data</i>	2028-2029 Co-Teaching Year 5 <i>*projection based on 2023-2024 data</i>	2029-2030 Co-Teaching Year 6 <i>*projection based on 2023-2024 data</i>
Grade Level	2023-2024 ICT Students (Data Sample)	# of centralized full day sections	# of centralized full day sections	# of centralized full day sections	# of centralized full day sections	# of centralized full day sections	# of centralized full day sections
K	~11	2	2	2	2	2	2
1	~22	not centralized until 25-26	3	3	3	3	3
2	~31	not centralized until 26-27	not centralized until 26-27	4	4	4	4
3	~30	not centralized until 27-28	not centralized until 27-28	not centralized until 27-28	4	4	4
4	~26	not centralized until 28-29	not centralized until 28-29	not centralized until 28-29	not centralized until 28-29	4	4
5	~32	not centralized until 29-30	not centralized until 29-30	not centralized until 29-30	not centralized until 29-30	not centralized until 29-30	4

*The sections of centralized full day ICT will be based on student numbers. If there are more students projected for ICT, the sections will increase, if there are less students projected for ICT, the sections will decrease. Depending on enrollment, a third building for co-teaching may be considered.

Student Enrollment 3-Year Comparison (as of October 1st)



	2021-2022	2022-2023	2023-2024
Burns	290	291	308
Dutch	274	281	258
East	381	400	375
Fork	271	295	290
Lee	442	468	471
OCR	357	363	362
Woodland	367	350	325

Does the District have any centralized programs?



Bilingual Centralized Program

- Old Country Road Elementary
- East Elementary
- Lee Elementary

Pre-K Centralized Program

- Burns Elementary
- Lee Elementary
- Dutch Lane Elementary
- Woodland Elementary

Self-Contained Special Education Centralized Program

- Dutch Lane Elementary
- Fork Lane Elementary
- Burns Avenue Elementary
- Woodland Elementary

Tell us what you think, need, concerns



Questions and Comment Form can be accessed in two ways:

1. [Click the link to Question & Comment Form](#)

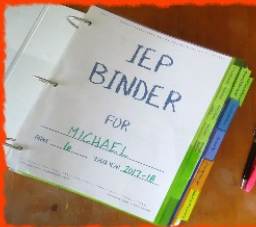
1. QR Code to Question & Comment Form



Upcoming Department Events



BUILD A BINDER WORKSHOP



THURSDAY

OCTOBER 12TH

SESSION 1 3:45PM

SESSION 2 4:45PM

IEP & 504
BINDER
CREATION
WORKSHOP

REGISTRATION REQUIRED TO ATTEND

OPEN TO ALL PARENTS/GUARDIANS OF 504 OR IEP STUDENTS PREK- GRADE 12

WHERE: WOODLAND ELEMENTARY SCHOOL (LIBRARY)

WHEN: OCTOBER 12, 2023

TIME: REGISTER FOR ONE SESSION ONLY, 3:45PM OR 4:45PM

Scan the QR
Code to
Register



Questions?
Call
516-733-2160

FAMILY ENGAGEMENT EVENT

HICKSVILLE SCHOOLS
INVITES YOU TO THE:

FALL 2023

COMMUNITY WELLNESS WALK



Register Under The Hicksville UFSD Team

DATE:

Sunday, October 22, 2023

WHERE:

Jones Beach Field #5, 1000 Ocean Parkway, Wantagh NY

START TIME:

8:30AM Check-In
10:00 AM Start Walk

REGISTRATION ONLINE or USE QR CODE:

<https://supporting.afsp.org/index.cfm?fuseaction=register.start&eventID=8990>

ENTRY FEE:

No FEE, Donation only



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Organized By:



CONTACT Inna Mishiev at (516) 733-2160 with Questions

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COLLEGE NIGHT

with

College Representatives from the
Students with Disabilities Office

2023-2024

Scan the QR
code to enter the
presentation



MONDAY, NOVEMBER 27, 2023 | 6:00 PM

GOOGLE MEET: [MEET.GOOGLE.COM/NFV-UPRN-VPT](https://meet.google.com/NFV-UPRN-VPT)

CALL IN: (US)+1 812-727-7547 PIN: 264 412 675#

EVENING SCHEDULE

6:00 PM - Introduction	7:05 PM - Adelphi University
6:05 PM - St. Joseph's University	7:20 PM - Hofstra University
6:20 PM - Farmingdale State	7:35 PM - Closing
6:35 PM - Nassau Community	
6:50 PM - Suffolk Community	

For more information call:

516-733-2160

Follow us on Instagram: [hps_specialeducation_pps](https://www.instagram.com/hps_specialeducation_pps)