Advantages for Students in an ICT Environment

Integrated Co-teaching is becoming a more common occurrence in the schools as teachers and administrators understand the value of having two professionals share responsibility for instruction. In more recent years, school divisions have extended collaboration and co-teaching efforts beyond the special education-general education focus to include all aspects of the school environment.

The realities of today's classrooms include a focus on inclusion, evidenced-based instruction, accountability, diversity, differentiation, and continuous assessment. To meet these challenges, teachers are collaborating for all or part of their day.

- Increased adult attention to students, since co-taught lessons can reduce the teacher-to-student ratio
- Shared expertise among two or more teachers
- Increased opportunity to differentiate for student needs and strengths
- Demonstrated improvement in student achievement
- Enhanced instructional opportunities for children in the classroom.
- All ICT classes use general educational curriculum and have the same sense of academic rigor as we would expect in any other class.

ICT resources

- Special Education Operating Procedures Manual, Topic: Recommended Special Education Programs and Services; Continuum of Services
- State Regulations: 8 NYCRR § 200.6
- http://www.p12.nysed.gov/specialed/publications/policy/schoolagecontinuum-revNov13.htm#inte
- https://insideschools.org/news-&-views/inside-ict-separating-fact-from-fiction

ICT class composition and grouping

There is no regulatory maximum number of non-disabled students in an integrated co-teaching class. In order to ensure the level of integration intended by this program, NYCDOE requires no more than 40% of students with IEPs are placed in an ICT classroom.

ICT service delivery

Integrated Co-Teaching may be provided for all subjects or on an individual subject basis.

ICT staffing

According to the state, school personnel assigned to each Integrated Co-Teaching class must minimally include a special education teacher and a general education teacher. In New York City, the special education teacher must be certified/licensed in special education and the general education teacher must be certified/licensed under a general education or content area license. The general education or content area teacher has primary responsibility for delivery of content area instruction in an ICT class. The special education teacher is primarily responsible for delivering specially designed instruction.