

A decorative graphic in the top-left corner of the slide. It features a network of interconnected nodes and lines. The nodes are represented by small circles, some of which are solid blue, some are solid grey, and some are hollow with a blue outline. The lines connecting them are thin and grey, some solid and some dashed. The overall shape is roughly triangular, pointing towards the top-left.

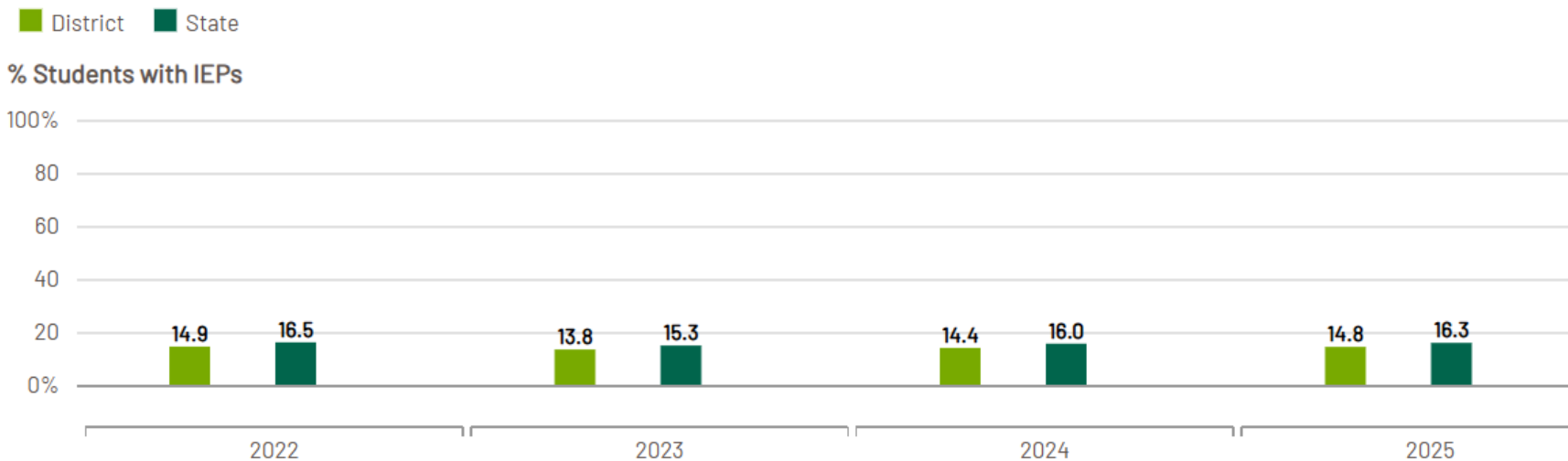
## **Geneva School District 304**

# **Implementing Specially Designed Instruction in a Co-taught Setting**

December 15, 2025

A decorative graphic in the bottom-right corner of the slide, mirroring the style of the top-left graphic. It shows a network of nodes and lines. Nodes are small circles, some solid blue, some solid grey, and some hollow with a blue outline. Lines are thin and grey, some solid and some dashed. The shape is roughly triangular, pointing towards the bottom-right.

# How many students receive special education services?

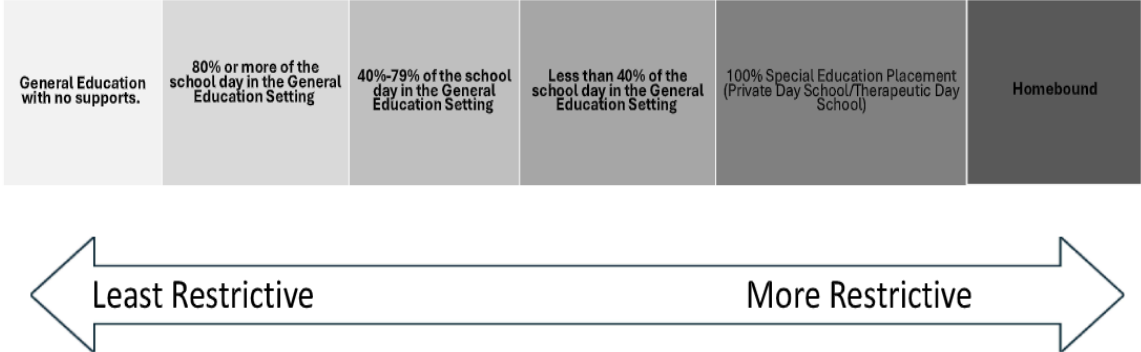


A decorative graphic in the top-left corner consisting of a network of interconnected nodes and lines. The nodes are represented by circles of varying sizes and colors, including light gray, dark gray, and blue. Some nodes are highlighted with a blue outline. The lines connecting the nodes are thin and gray, some solid and some dashed.

**Special education is a service, not a place.**

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# Continuum of Services





## Individual with Disabilities Education Act specifically states:

*"To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."*



## GHS Co-Taught Sections

Co-Taught Class	Number of Sections
English I	4
English II	4
English III	4
English IV	4
Earth Science	4
Biology	5
World History	4
US History	3
US Government	4
Algebra IA	3
Algebra IB	3
Algebra I	1
Geometry C & A	3
<b>TOTAL</b>	<b>45</b>

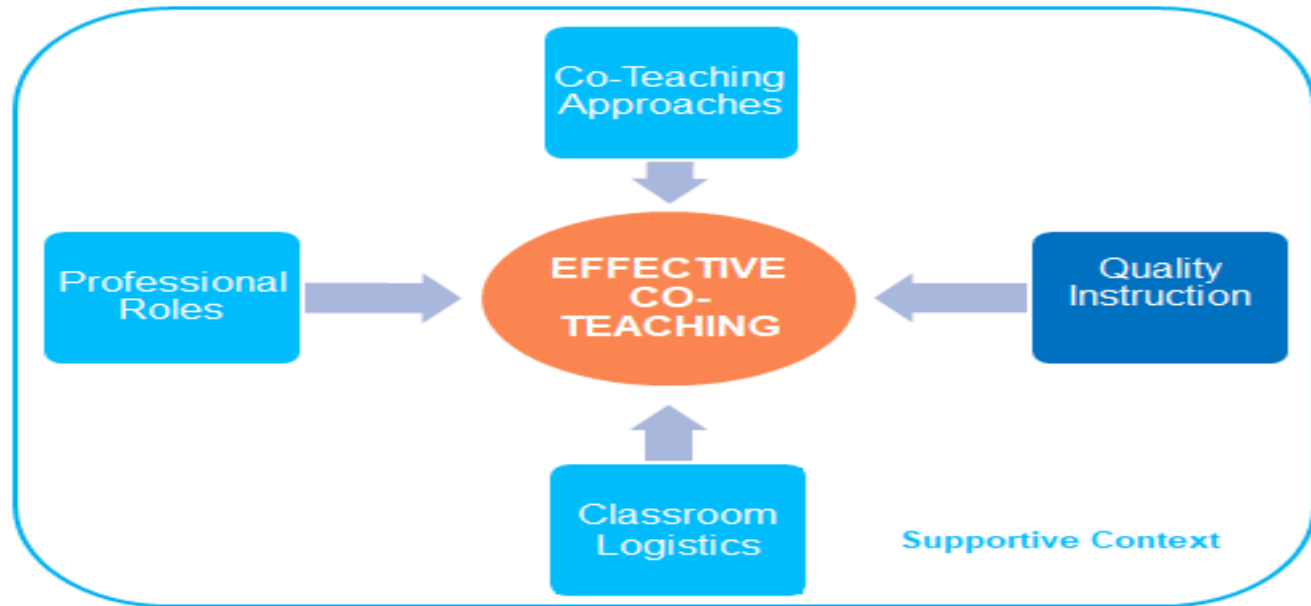


## Middle School Co-Taught Sections

Co-Taught Class	Number of Periods
ELA	36
Math	15
<b>TOTAL</b>	<b>51</b>



# Co-Teaching: The Big Picture







# Roles and Contributions

General Education Teacher brings curriculum expertise

Special Education Teacher brings SDI and related expertise

General Education Teacher brings group management

Special Education Teacher brings focus on individual students

General Education Teacher brings pacing

Special Education Teacher brings mastery mindset

# Benefits of Co-Teaching

- Tiered levels of instruction within one classroom
- Differentiated instruction
- Increase student engagement – lower teacher : student ratio
- Variety of instructional strategies
- Increased opportunities for response and participation
- Formative assessments to drive instruction

# Specially Designed Instruction

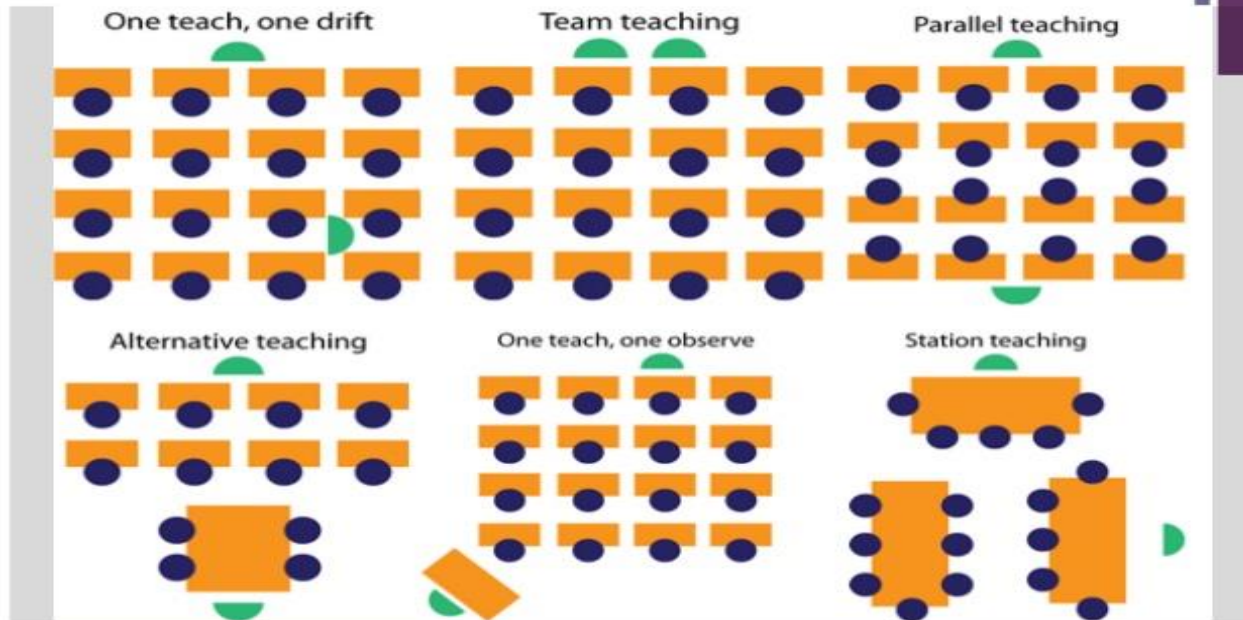
- Tailored to assessed student progress (must be individual)
- Changes in content, methodology, or delivery of instruction (direct and explicit)
- Systematic, carefully planned, monitored
- Goal is curriculum access
- Requires collaboration

## Specially Designed Instruction

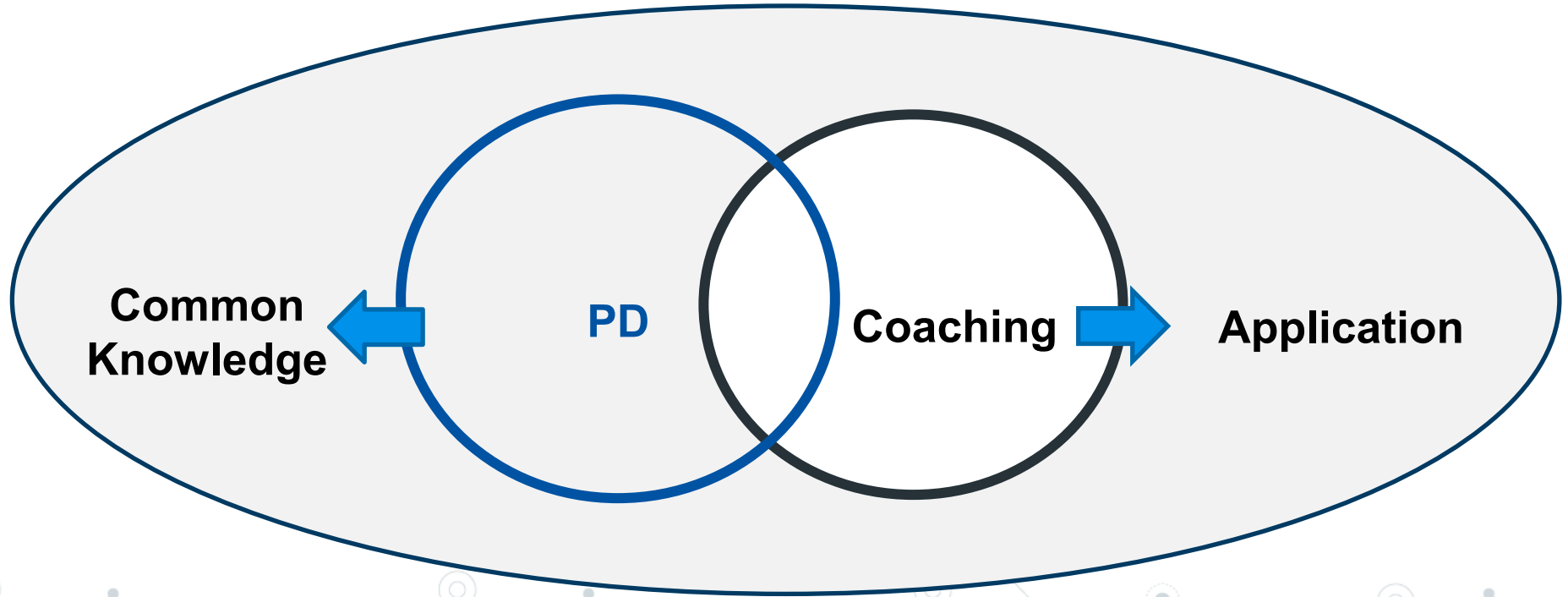
Area	SDI
<b>Writing</b>	<ul style="list-style-type: none"><li>• Concept Mapping</li><li>• Mnemonic Strategies – RAFT, TREE, SCORE-A, POW + TREE</li><li>• Graphic Organizers</li></ul>
<b>Math</b>	<ul style="list-style-type: none"><li>• Graphic Organizers</li><li>• Frayer Model for Math Vocabulary</li><li>• Strategy Development</li></ul>
<b>Reading</b>	<ul style="list-style-type: none"><li>• Syllable Type Strategy (CLOVER)</li><li>• Anticipation Guides</li><li>• Story Mapping</li></ul>

How do we provide specialized instruction in a general education setting?

## + CO-TEACHING MODELS



# How have we approached this?



**How has the coaching and PD contributed to the success of our staff?**



# How has this impacted our students?

- Meets special education requirements
- Allows for differentiated instruction
- Promotes student outcomes
- Higher levels of student engagement



A decorative network diagram in the top-left corner, featuring a complex web of interconnected nodes and lines. Some nodes are highlighted with blue circles, and others with blue dots. The lines are thin and gray, creating a mesh-like structure.

# Thank YOU!