

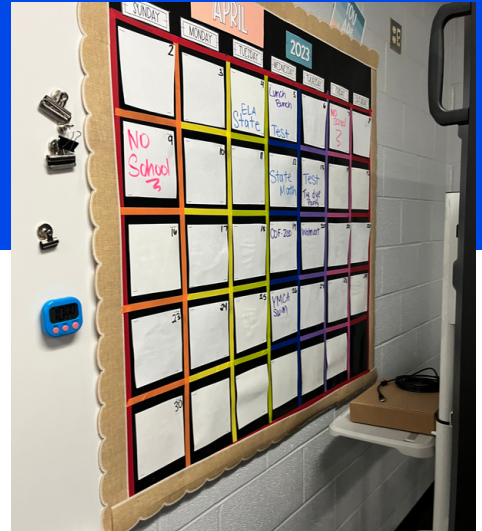
WHAT'S HAPPENING IN GODDARD

RESTRUCTURING THE STRUCTURE



By Goddard Educator
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Discover how to create systemic change and build a low-incidence program that benefits student learning, minimizes teacher and student burnout, and helps students to generalize skills and expectations and build more independence. It can be a little stressful for students and teachers to be in the same room all day. Students with mixed abilities can be blended in a classroom together and learn to transition between multiple teachers successfully with planning and establishing a collaborative environment. Initially, it can be intimidating, but the results are amazing!



THE WHY



Resources
QR Code



Zoom Interview
QR Code

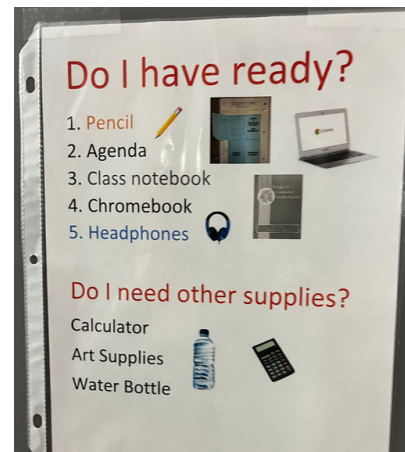
- **It helps prevent teacher burnout:** Teachers are in different rooms all day with various students, and everyone shares responsibilities.
- **It helps prevent student burnout:** Students are given additional opportunities for movement and various interactions.
- **It supports the generalization of skills:** Students have expectations in more than one room and will need to interact with various people (peers and adults).
- **It supports generalized skills for staff:** Teachers get various opportunities to practice and work with multiple students in different settings.
- **It allows fewer subject PREPs:** Teachers plan for 1 or 2 content areas. This gives more time to differentiate and specialize in a subject area. It also allows for each teacher to support areas such as social-emotional curriculum.
- **It enhances the team effort:** Teachers feel supported, share responsibilities, and lessen the feeling of isolation.

Restructuring The Structure continued...

THE HOW

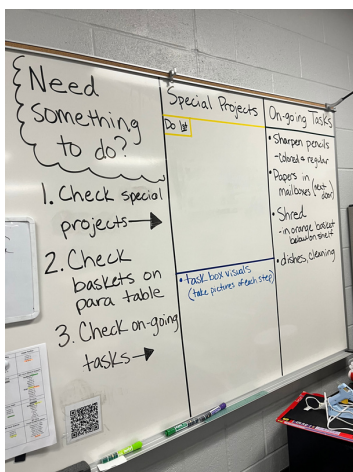
Program Basics

- **Work as a team** (communicate, assign roles, frequent meetings to make plans, and incorporate related service providers)
- **Communicate with all** (administration, paras, other teachers, related service providers and families. How will each receive communication and by whom? What are the procedures for absences?)
- **Set up structure** (Use supports such as checklists, tasks or work systems in all general and special classrooms.)
- **Divide up content areas** (students rotate between teachers)
- **Small group instruction** (utilize rotations to support differentiation)
- **Visuals of all kinds** (written or pictures, checklists, schedules, labels, expectations)



Tips

- Prioritize what to change first. Everything does not and should not change simultaneously.
- Be flexible. If something doesn't work, don't give up immediately. Take data. Improvement takes time.
- Use a system (ex., Google Chat or Group Me) for communication between program staff (certified and classified) throughout the school day.
- What's easy is not always what is best for students.
- Build relationships with everyone in the building, such as custodians, secretaries, general ed teachers, and administration. A little kindness goes a long way.
- Teachers can use individual learning techniques, but similar start-up routines and expectations are vital. It helps provide consistency.
- Utilize paras to help create materials and organize. It gives them some ownership



Implementation Time Line Guideline

- Winter/ Early Spring: Gather information- Start discussing changes to be made in the spring (include related services and administration), visit/observe other programs
- Spring: Create an outline - What changes do you want to make? What do you have? What do you still need? How will you implement changes?
- Spring: Hold a meeting - Be sure to invite administration (building and district, if necessary), related service providers, and other teachers
- Spring: Begin creating materials, create master student schedules
- Summer/Fall: Set up physical structure in classrooms, create materials
- Fall: Create para schedules and hold meetings with staff to review changes, expectations and review handbook

CONFIDENTIAL LIST 23/24 MA Fall Para/Teacher Schedule

Name	Period 1	Period 2	Period 3	Period 4	Time-Time (Lunch/Track)	Period 5	Period 6	Period 7
23P	Common 218 Student(s)	Ceramics 161 Student(s)	History 107 Student(s)	Student(s)		Lunch Duty 1st Student A-B 2nd lunch 3rd Student C and D	Team Sports Student(s)	English 107
23P	Health 144 Student(s)	Health/Art 107 Student(s)	PE Student(s)	English 107 Student(s)		Math 100 2nd lunch w/Student E	Lunch at 1:10 English 107 Student(s)	Daily Living 100
23P	Weights Student(s)	Pre Voc 106 Student(s)	Harmonics 160 Student(s)	Sculpture 161 Student(s)		Choir 160 Student(s) 2nd lunch	English 107 Student(s)	English 107
Para	History 107 Student(s)	PE Student(s)	PreVoc 106 Student(s)	Science 100 Student(s)		Math 100 3rd lunch w/Student F	Baking 175 Student(s)	Daily Living 100
23P	Science 100 Student(s)	Illustration 162 Student(s)	PE Student(s)	History 106 Student(s)		Math 100 3rd lunch w/Student F	Lunch at 1:10 Daily Living 100	Daily Living 100
23P	English 107 Student(s)	PreVoc 106 Student(s)	PreVoc 106 Student(s)	History 106 Student(s)		1st lunch 2nd lunch w/Student G English 107	English 107 Student(s)	Daily Living 100

USE the QR code to access examples of schedules and materials.