

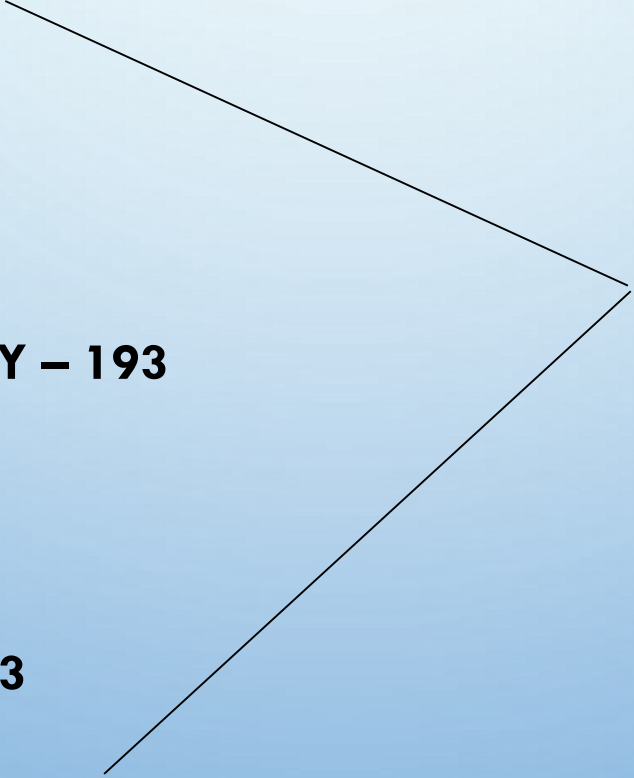
The background is a light blue gradient with several realistic water droplets of various sizes scattered across the surface. The droplets have highlights and shadows, giving them a three-dimensional appearance.

CO-TEACHING ~ FROM VISION TO REALITY

MAYSVILLE LOCAL SCHOOL DISTRICT

DISTRICT ASSESSMENT

- **MULTIPLE DISABILITIES – 11**
- **HI/VI/ED/TBI/OI - 2/5/6/1/1**
- **COGNITIVE DELAY – 29**
- **SPECIFIC LEARNING DISABILITY – 193**
- **SPEECH – 88**
- **AUTISTIC – 18**
- **OHI MINOR/OHI MAJOR - 58/3**



**453 SWD
(Including 38
preschoolers)**

WHERE ARE OUR STUDENTS WITH DISABILITIES?

- 70% OF OUR STUDENTS WERE SPENDING ALL OR PART OF THEIR DAY IN A RESOURCE ROOM
- 1.7% OF OUR STUDENTS IN COUNTY CLASSROOMS:
 - ~7 STUDENTS IN COUNTY MD CLASSROOM
 - ~1 STUDENT IN SCHOOL-AGE AUTISM CLASSROOM
- 8.3% ARE PRESCHOOLERS INTEGRATED INTO DISTRICT PRESCHOOL CLASSROOMS OR IN COUNTY CLASSROOMS
- 20% OF OUR STUDENTS WERE IN GENERAL EDUCATION CLASSROOMS WITH SOME TYPE OF “CO-TEACHING”





HOUSTON, WE HAVE A PROBLEM!

- WE REALIZED THAT MOST OF OUR STUDENTS WITH DISABILITIES WERE IDENTIFIED AS HAVING A SPECIFIC LEARNING DISABILITY.
- OUR SWD WERE PERFORMING POORLY.
- EVEN IF STUDENTS SCORED WELL IN ELEMENTARY SCHOOL, THE PERFORMANCE WAS NOT SUSTAINED.
- STUDENTS WERE NOT GIVEN OPPORTUNITIES TO INTERACT WITH SAME AGE PEERS.
- WE RECOGNIZED A HIGH INCIDENCE OF LOW EXPECTATIONS.



WHY DO WE HAVE THIS PROBLEM?

- THIS HAD BEEN A SYSTEMIC PROBLEM FOR MANY YEARS
- THE STATE ASSESSMENTS HAD BECOME THE DRIVING FORCE FOR INSTRUCTION AND ISOLATION
- TEACHERS WERE RELUCTANT TO CHANGE-THEY LIKED IT THIS WAY
- TEACHERS WANTED THEIR OWN CLASSROOMS – NONE OF THIS SHARING...

WE NEED A PLAN FOR CHANGE ~ A MORAL IMPERATIVE

CONVENING WITH PRINCIPALS AND TEACHERS:

- ESTABLISH A NEED FOR CHANGE (WHY)
- SHARE DISTRICT INFORMATION (DATA)
- TELL THE STORY OF THE CHILDREN (EMPATHY)
- PROVIDE A SOLID KNOWLEDGE BASE (UNDERSTANDING)
- SHARE THE PLAN (HOW)



TAILORED PROFESSIONAL DEVELOPMENT

- CONVENE A TEAM OF EXPERTS INCLUDING:
SUPERINTENDENT, ASSISTANT SUPERINTENDENT, DIRECTOR OF SPECIAL EDUCATION, CURRICULUM DIRECTOR, EDUCATIONAL SERVICE CENTER EXPERTS, STATE SUPPORT TEAM CONSULTANT
- RESEARCH AND BRAINSTORM A TAILORED PROFESSIONAL DEVELOPMENT OPPORTUNITY PRIOR TO IMPLEMENTATION
- COLLABORATIVELY PLAN AND IMPLEMENT WITH ALL STAFF

ESTABLISH GOALS

- TO ADD DIVERSITY INTO OUR CLASSROOMS BY INCLUDING STUDENTS WITH DISABILITIES
- TO PREPARE EDUCATORS TO WORK COLLABORATIVELY IN CO-TEACHING CLASSROOMS
- TO RAISE EXPECTATIONS FOR ALL STUDENTS
- TO EMBRACE A GROWTH MINDSET:

(CAROL DWECK'S WORK)



GOALS FOR OUR PROFESSIONAL DEVELOPMENT

- EXPLAIN THE RATIONALE FOR INCLUSIVE PHILOSOPHY
- DESCRIBE WHAT CO-TEACHING IS AND IS NOT
- DISCUSS RATIONALE FOR CO-TEACHING
- GENERATE IDEAS TO MAKE THE BEST INSTRUCTIONAL USE OF 2 PROFESSIONALS IN THE CLASSROOM
- DESCRIBE 6 APPROACHES FOR STRUCTURING CO-TEACHING EXPERIENCES
- OUTLINE COMPONENTS OF CONTEMPORARY CO-PLANNING
- EXPLAIN SEVERAL EVIDENCE BASED STRATEGIES FOR THE INCLUSIVE CLASSROOM

CONTENT OF PROFESSIONAL DEVELOPMENT

- DIFFERENTIATED ~ SPECIFIC TO GRADE BANDS
- EMBEDDED EVIDENCE BASED STRATEGIES SO TEACHERS COULD EXPERIENCE THEM AS LEARNERS
- HANDS-ON ACTIVITIES ~ COLLEGIAL DISCUSSIONS
- ROLE PLAYING
- RESOURCES PROVIDED TO TAKE AND USE

EVIDENCE-BASED STRATEGIES USED WITH TEACHERS

- SKELETAL NOTES

- THINK, PAIR, SHARE

- CONCEPT MAPS

- CHALK TALK

- STIR FRY APPLY

- JIGSAW



SPECIAL EDUCATION IS A SERVICE, NOT A PLACE

- CONTINUUM OF SERVICES
- LEAST RESTRICTIVE ENVIRONMENT
- GENERAL EDUCATION IS WHERE WE START



ADULTS NEED TO ADJUST ~ ADULT



RESPONSE TO INTERVENTION (RTI)

- REAUTHORIZATION OF IDEA (2004)
- WAIT TO FAIL

REALIZATION

- PROCESS WAS INCONSISTENT, FRAGMENTED, AND SOLITARY
- OVER IDENTIFICATION
- MISIDENTIFICATION
- THIRD GRADE READING GUARANTEE

TRANSFORMATION

- MINDSET SHIFT
- A STUDENT MAY STRUGGLE, BUT THAT DOESN'T MEAN THEY HAVE A DISABILITY
- A STUDENT MAY HAVE A DISABILITY, BUT THAT DOESN'T MEAN THEY NEED SDI

TRANSFORMATION

- EMERGENCE FROM THE WAIT TO FAIL ERA
- IT'S OUR RESPONSIBILITY

TIERED INTERVENTIONS

- TIER 1
 - ALL STUDENTS
 - CORE INSTRUCTION
 - 80%

TIERED INTERVENTIONS


- TIER 2
 - AT RISK STUDENTS
 - SCREENERS
 - SUPPLEMENTAL
 - 15%

TIERED INTERVENTIONS

- TIER 3
 - INDIVIDUAL STUDENTS
 - SKILL SPECIFIC
 - INTENSIVE
 - 5%



A NEW BEGINNING (2016-2017)

- TEAM FORMATION
 - PROCESS RENOVATION
- 

IMPLEMENTATION

- BEGAN THE NEXT SCHOOL YEAR
- STAFFING ADJUSTMENTS ~ REASSIGNMENTS
- MOVEMENT OF CLASSROOMS
- COMMUNICATION WITH PARENTS/STUDENTS
- IEP ADJUSTMENTS



GROUPING OF STUDENTS

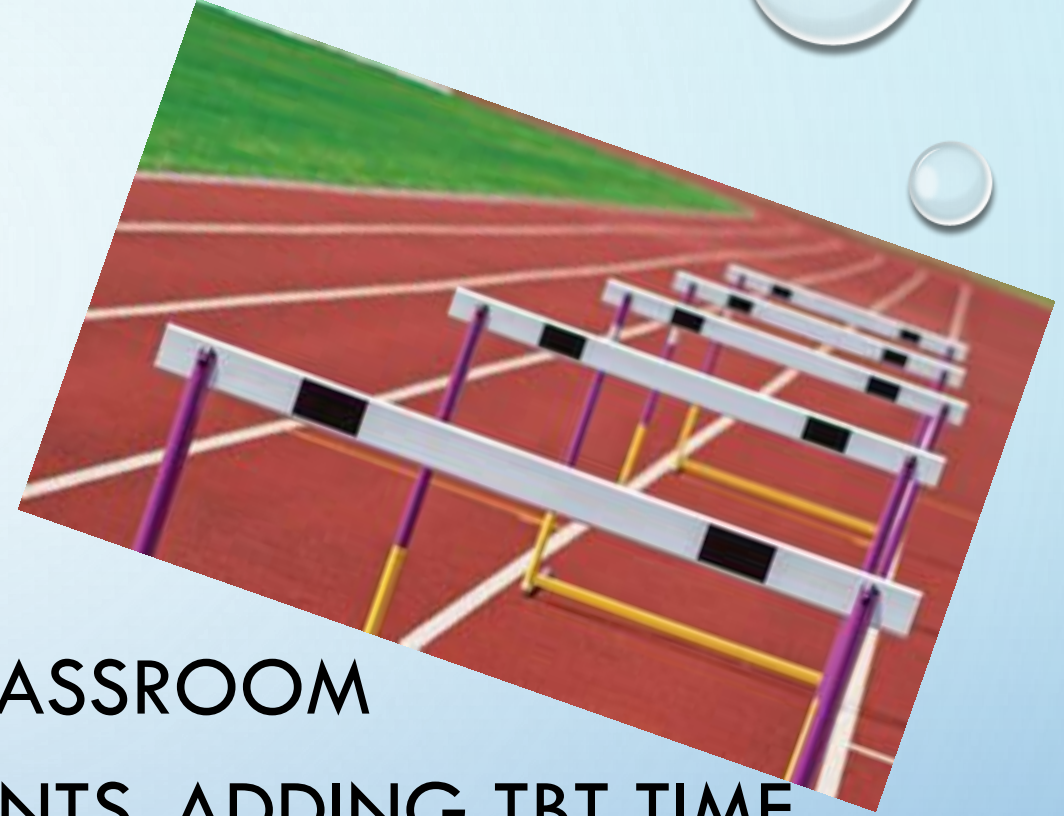
- HETEROGENEOUS GROUPING – STUDENTS ARE DIVIDED ACROSS CLASSROOMS
- AVOID EXTREMES – ALL STUDENTS ACHIEVE
- FLEXIBLE GROUPING WITHIN AND AMONG CLASSROOMS
- ABILITY GROUPING ABANDONED

GROUPING PROFILES

- ELEMENTARY
- MIDDLE SCHOOL
- HIGH SCHOOL



HURDLES TO OVERCOME



- STRUCTURAL ISSUES ~ SCHEDULES, CLASSROOM ASSIGNMENTS, TEACHING ASSIGNMENTS, ADDING TBT TIME
- ATTITUDES ~ TRANSITIONING TO A GROWTH MINDSET
- EXPECTATIONS ~ BELIEF IN THE ABILITY OF STUDENTS TO LEARN
- PROVIDING ACCESS VS ACCOMMODATIONS/MODIFICATIONS

MONITORING



- THE TBT'S USE THE 5-STEP PROCESS TO MONITOR STUDENT PROGRESS
- THE BLT'S AND THE DLT DETERMINE "LOOK-FOR'S"
- BLT'S ANALYZE DATA AND **ADULT IMPLEMENTATION**
- DLT REVIEWS BUILDING PROGRESS FOR SWD

OHIO IMPROVEMENT PROCESS



LOOK FOR'S

Section 3 of 7



Co-Teaching

Description (optional)

CoTeaching

- YES
- NO
- w/ Paraprofessional

LOOK FOR'S

Section 4 of 7

CoTeaching Strategies

Description (optional)

Strategy

1. 1 Teach 1 Observe
2. 1 Teach 1 Assist
3. Parallel Teaching
4. Alternate Teaching
5. Team Teaching
6. Station Teaching
7. Other

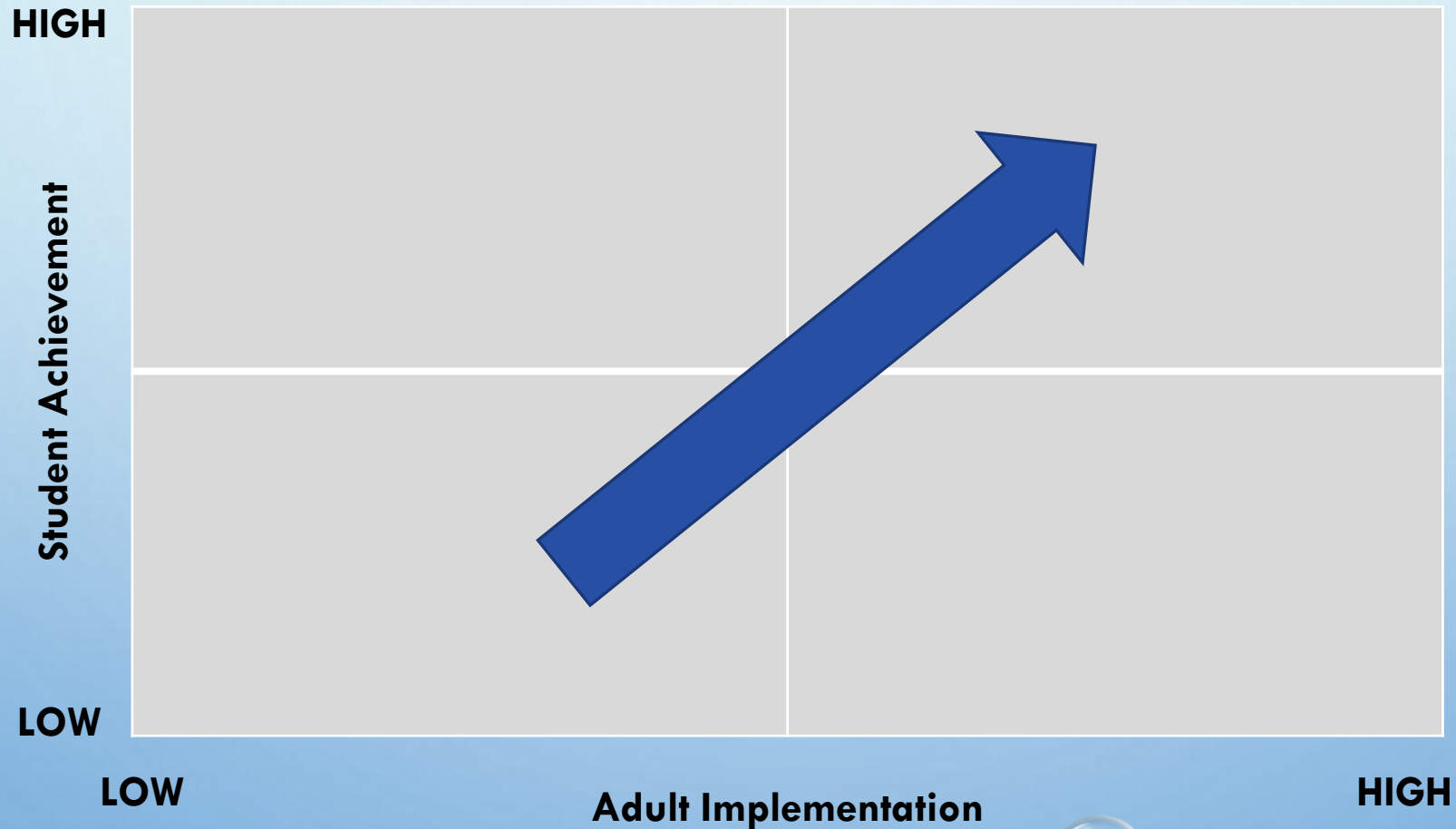
Other CoTeaching Strategies

Long answer text

BLT MEETING: ADULT IMPLEMENTATION

<p>TBTs? BLT Members or building personnel?</p>	<p>Adult Implementation - Baseline Data from Look Fors (Black in Oct., Blue in Dec.)</p> <p>51 Look Fors Completed (October) 97 Look Fors Completed (December)</p> <p>Co-Teaching Strategies:</p> <p>44.4% Team Teaching, 40% 27.8% 1 Teach, 1 Assist, 26.7% 11.1% Station Teaching, 16.7% 11.1% 1 Teach, 1 Observe, 13.3% 5.6% Alternate Teaching, 3.3% Parallel Teaching 0%</p>
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STUDENT ACHIEVEMENT – ADULT IMPLEMENTATION



OUTSIDE SUPPORT/RESOURCES



Ohio Leadership
Advisory Council

State Support
Team



CELEBRATION

2018 GAP CLOSING REPORT

- ELA PROFICIENCY – STUDENTS WITH DISABILITIES
 - GOAL: 57.3 PERFORMANCE INDEX: 69.0 GAIN: +11.7
- MATH PROFICIENCY – STUDENTS WITH DISABILITIES
 - GOAL: 58.2 PERFORMANCE INDEX: 66.1 GAIN: +7.9

2018 PROGRESS DATA

- STUDENTS WITH DISABILITIES – OVERALL COMPOSITE: +3.5

The background is a light blue gradient that transitions from a pale, almost white blue at the top to a deeper, more saturated blue at the bottom. Scattered in the corners are several realistic-looking water droplets of various sizes. Each droplet has a bright highlight on its upper-left side and a soft shadow on its lower-right side, giving them a three-dimensional appearance. The droplets are most concentrated in the top-left and bottom-right corners, with a few smaller ones scattered elsewhere.

SHE HELPS ME DO LIFE!