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
• CONCEPT MAPS
• STIR FRY APPLY

• THINK, PAIR, SHARE
• CHALK TALK
• 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

1. IDENTIFY Critical Needs
2. RESEARCH and Select Evidence-Based Strategies
3. PLAN for Implementation
4. IMPLEMENT and MONITOR
5. EXAMINE, Reflect, Adjust
Co-Teaching

Description (optional)

CoTeaching

- YES
- NO
- w/ Paraprofessional
# 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**

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<th>TBTs?</th>
<th>Adult Implementation - Baseline Data from Look Fors</th>
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<td>(Black in Oct., Blue in Dec.)</td>
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<tr>
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<td>51 Look Fors Completed (October)</td>
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<td>97 Look Fors Completed (December)</td>
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**Co-Teaching Strategies:**
- 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%
OUTSIDE SUPPORT/RESOURCES

Ohio Leadership Advisory Council

State Support Team 12
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
SHE HELPS ME DO LIFE!