Administrators' Impact on Achievement for Special Education Students

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Master Schedule

- Develop common language for service models

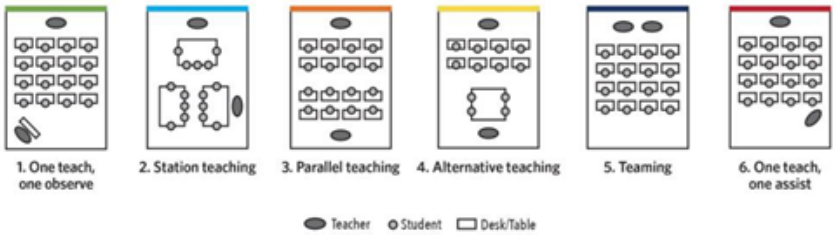
Evergreen School District
Special Education Service Models

	Service	Setting	Personnel Support	Description of Service	Example
More Restrictive Environment ‹---------- Least Restrictive Environment	General Education	General Education Classroom	General Education Teacher	The student with a disability is served in a general education setting without specific special education personnel support.	The general education teacher provides specially designed instruction to support skills and acquires data for both instruction and evidence of goal acquisition.
	Consultation/ Indirect Service	General Education Classroom	Special Education Staff	The student with a disability is served in a general education setting with special education staff providing consultation to teachers who provide direct services to the student with a disability.	The general education teacher provides specially designed instruction to support skills with ongoing support in analyzing student information.
	Instructional Support	General Education Classroom	General Education Teacher and Paraprofessional	The student with a disability receives services from a general education teacher and a paraprofessional who is under the supervision of a certified staff member.	Supports include, but are not limited to, small group, one-to-one, large group, classroom support in independent work completion, guided practice, tiered assignments, scaffolding, preteaching, reteaching, and gathering data. Supports include co-teaching models as appropriate.
	Collaborative	General Education Classroom	General Education Teacher and Special Education Teacher	The student with a disability receives services from a general education teacher and a special education teacher, but the special education teacher splits time between classrooms during the instructional class period.	Supports include, but are not limited to, small group, one-to-one, large group, classroom support in independent work completion, guided practice, tiered assignments, scaffolding, preteaching, reteaching, and gathering data. Supports include co-teach models but are not as consistent in terms of daily support.
	Co-Teach	General Education Classroom	General Education Teacher and Special Education Teacher	The student with a disability receives services from a general education teacher and a special education teacher for the full instructional class period. Teachers often co-plan for lessons. Research recommends no more than 25% of students with disabilities in elementary classrooms and no more than 33% in secondary classrooms.	One Teach, One Observe Station Teaching Parallel Teaching Alternative Teaching Teaming One Teach, One Assist *See Co-Teach Graphic
	Resource or Therapy	Pull out from General Education Classroom to a Special Education Classroom	Special Education Staff (special education teacher, paraprofessional, therapist, specialist)	The student with a disability receives services from a special education teacher in a special education classroom or setting without general education peers for less than 60% of a student's day.	The student with a disability participates in general education classes for the majority of the instructional day but requires intensive instruction in specific identified skills.
	One-to-One Staff Support	General Education Classroom and/or Special Education Classroom	Dedicated Staffing (special education teacher, paraprofessional, nurse)	The student with a disability requires specialized care or supports in order to benefit from or have access to the learning environment.	The student with a disability is accompanied by a staff member to facilitate communication and opportunities to participate in class activities.

Developed from multiple sources; all information not original

Most Restrictive Environment (-------) More Restrictive Environment					
	Self-Contained Special Education	Special Education Classroom with Alternative/Replacement Curriculum	Special Education Teacher with other Dedicated Staffing	The student with a disability receives services from a special education teacher in a special education classroom without general education peers for more than 60% of a student's day.	The student with a disability receives services requiring intensive instruction with a strong focus on daily living skills, safety, and communication. Services often include opportunities for guided practice in community settings.
	Separate Day School	Specialized Day School	Special Education Staff (special education teacher, paraprofessional, therapist, specialist)	The student with a disability demonstrates learning challenges to a degree that a specialized program is necessary to address the needs, and the district of residence pays the tuition necessary for a student to attend the specialized program.	A student with a disability requires more intensive supervision, guidance in social interactions, and support in terms of coping with emotional challenges to meet his or her educational needs and is enrolled in a day treatment program such as Crossroads.
	Homebound, Tutorial and/or Hospital Care	Student's Home, Public Setting, or Hospital	Special Education Teacher or Education Staff Supervised by a Special Education Teacher	The student with a disability receives services from education staff at the home, public site, or health care facility that usually tutorial in nature.	Special education staff provides direct educational services for the student with a disability for the time and duration consistent with the primary health care physician recommendations. Services include time necessary to support ongoing progress in the general education curriculum in order to make progress toward IEP goals.
	Correctional	Correctional Facility	Special Education Teacher or Education Staff Supervised by a Special Education Teacher	The student with a disability receives services from education staff on site at the correctional facility.	The student with a disability is incarcerated and is of school age. Classes or individual tutoring is provided as appropriate at the correctional facility.
	Private	Parent Placement	Service Plan Dependent	The student with a disability is enrolled in a private school setting by the parent.	The student with a disability obtains services at the private school site, after school, or the public school site by staff affiliated with the associated public school as identified in the service plan.
	Residential	Special Residence School	Special Education Staff (special education teacher, paraprofessional, therapist, specialist)	The student with a disability is placed in a residential facility to address the need for community safety and/or to create personal stability.	The student with a disability attends a school program affiliated with the residential program such as Providence or Acadia.

Co-Teaching Models



Developed from multiple sources; all information not original

Master Schedule

- Determine individual student needs
- Include regular education teachers in process

Master Schedule

- Tally the number of students by grade level and/or subject who need each service

Master Schedule

- Schedule all special education classes (based on student need) before scheduling all other classes

Utilizing the Co-Teach Model

Nationally (National Center for Educational Statistics data from 2014-2015)

- 13% (6.6 million) of public education students receive special education services.
- 62% of students with disabilities spend approximately 80% or more of each day in general education, up from only 33% in 1990.

Evergreen

- 91% of students with disabilities spend approximately 80% or more of each day in general education.
- 99% of students with disabilities spend more than 40% of each day in general education.
- 100% of students with disabilities have opportunities to be with their typically developing peers each day (Unified Special Olympics Team, shared recesses and specials such as library, computers, PE, and music, classroom buddy reading, accompany the co-teacher for shared lessons).

Utilizing the Co-Teach Model

Research recommends (Marilyn Friend, 2016)

- No more than 25% of students with disabilities in elementary classrooms
- No more than 33% of students with disabilities in secondary classrooms

Co-Teach Class Size Recommendations		
Grade Level	Maximum Class Size	Maximum Number of Students with Disabilities
K-2nd	20	5
3rd-4th	28	7
5th-12th	30	10

Maximizing Human Resources

- Decreases student to teacher ratio (two or three staff per classroom)
- Allows for content specialization for special education teachers
- Allows for strategy specialization for regular education teachers
- Provides daily professional learning for staff
- Builds rapport among staff
- Increases professionalism

Scheduling to ensure Heterogeneous Grouping

Hand-scheduled based on:

- Special Needs (IEP, RtI, 504, Gifted and Talented)
- Class Performance (grade, standardized test score, work ethic)
- Gender
- Race/Ethnicity
- Number of Discipline Referrals
- Number of Absences

Utilize Flexible Grouping

Providing Additional Support

- Offer additional separate math or reading classes as part of IEP services as needed.
- These separate classes are in addition to, not in place of, the co-teach math or reading class.

Working with Students

- There is a difference between being in charge and being in control.
  - You can be in charge of the situation.
  - You cannot be in control of the individual.

- When you intervene in a situation, unless someone's immediate safety is at risk, your intervention should always improve the situation.
  - If your intervention is going to make the situation worse (unless someone's immediate safety is at risk), then wait and seek assistance from another adult in intervening in the situation.

- Remember that you are the trained, professional adult and should conduct yourself as such by not reacting like the student (your demeanor should be several levels above theirs—not simply copying the student's behavior).

Disciplining Students to Maximize Instructional Time

- Spend more time on preventive measures (resulting in less time on punitive measures).
- Eliminate school-level zero-tolerance practices. (Follow board policy and law.)
- Limit law enforcement involvement in discipline situations to major needs.
- Require that discipline referrals be hand-delivered and explained to the administrator.
- Share discipline responsibilities among administrators and teacher leaders.
- Require that the Behavior Intervention Plan (BIP) be attached to any referral.
- Generate a monthly discipline report to distribute to all staff (track discipline referrals by grade, offense, race, special education, gender, and repeat offenders to identify trends and target necessary areas for improvement).

Continuing Instruction When Students Are Removed from Class

- Check on students throughout the day to offer assistance with assignments (and build relationships).
- Provide instructional programs to continue with instruction (instead of this time becoming a study hall).
- Provide students who continue to struggle with behavior in in-school suspension/time-out the opportunity to work in another teacher's room or administrator's office using online instructional programs to continue with instruction.

Traits of High Performing Schools

"The Arizona Department of Education examined three years of statewide testing data to find the schools where students with disabilities improved academically year after year."

"I'm not taking my daughter to get serviced. I'm looking for a great school."

- High Expectations
- Highly Effective Teaching Strategies
- Data Driven Decision Making
- Students Are Provided with Reteach and Enrichment Activities
- Students with Disabilities Receive Core Instruction in the General Education Classroom
- Effective Leadership

"Aha! Just as I suspected. A good school is a good school for all kids."

Source: Karla Phillips Huff Post Education, with information the Arizona Department of Education

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