

# Promoting AYP for SWD in LRE

**Georgia Department of Education**  
**Divisions for Special Education Services and Supports**  
**1870 Twin Towers East**  
**Atlanta, Georgia 30334**

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- Write down three strategies that are being used in your system to move your system or school toward effective implementation of LRE programs.

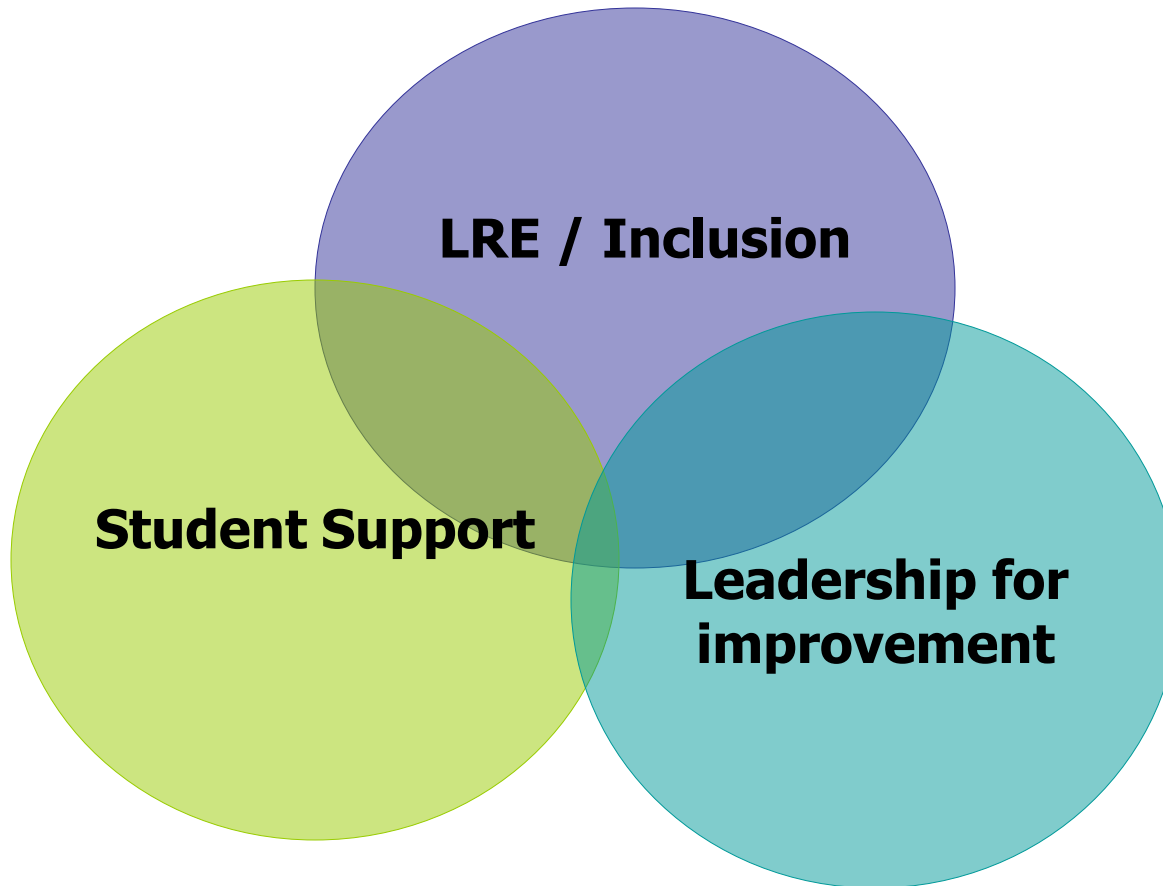
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# Systemic Change

- Vision
- Focused Interventions
- Targeted Support

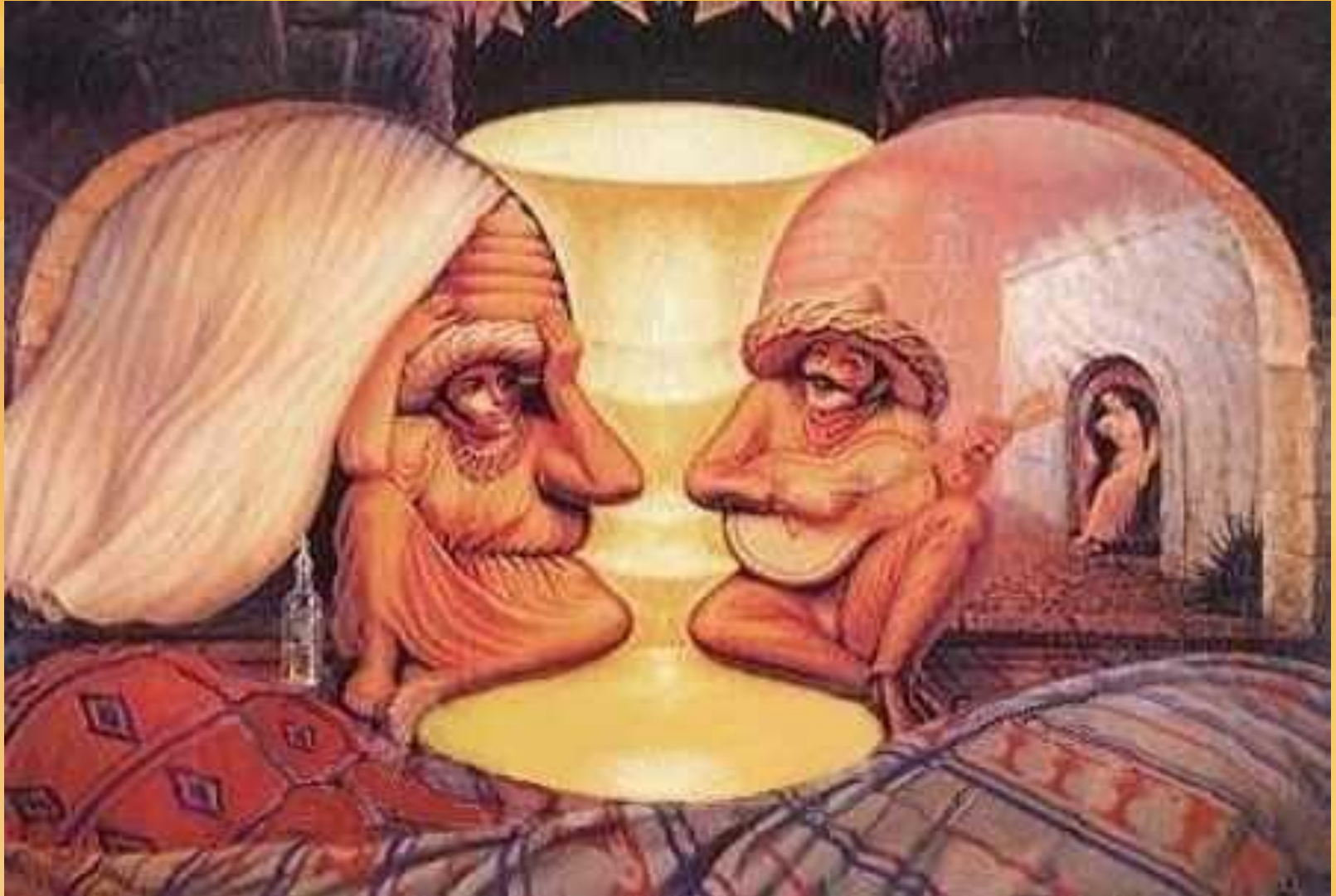
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# Promoting AYP for SWD in LRE



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# Elements for leading change in practice

- Awareness and understanding of the target practice
- Acceptance of the change
- Leadership and coaching skills
- Use of research based strategies for improving teacher practice

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# Current Status

1. What percent of students with disabilities are included in general education classes 80% of the day?
2. What percent of the time are instructional decisions made based on current data?
3. What priorities are set for your school's schedule (i.e. lunch, teachers' planning, and advanced level courses)?
4. How many hours per week are devoted to co-planning for co-teachers?
5. What percent of specialized instruction do you observe in co-taught classes?
6. How often (visits per week) does the leadership team monitor instruction of co-teachers?
7. How many hours per year are allotted to professional development for co-teachers?
8. What percent of differentiated instruction do you observe in co-taught classes?
9. What percent of students with disabilities met/exceeded standard in math and ELA in your school?
10. What percent of students with disabilities failed one or more subjects for 2008-09?

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# Elements of Successful LRE Initiatives

- Shared Philosophy
- Prerequisites
  - Personal, Pedagogical, Professional
- Collaborative Relationship
- Clear Plans and Procedures
  - Training, scheduling, planning, instruction
- Supportive Context

*Co-Teach*, Marilyn Friend, 2008

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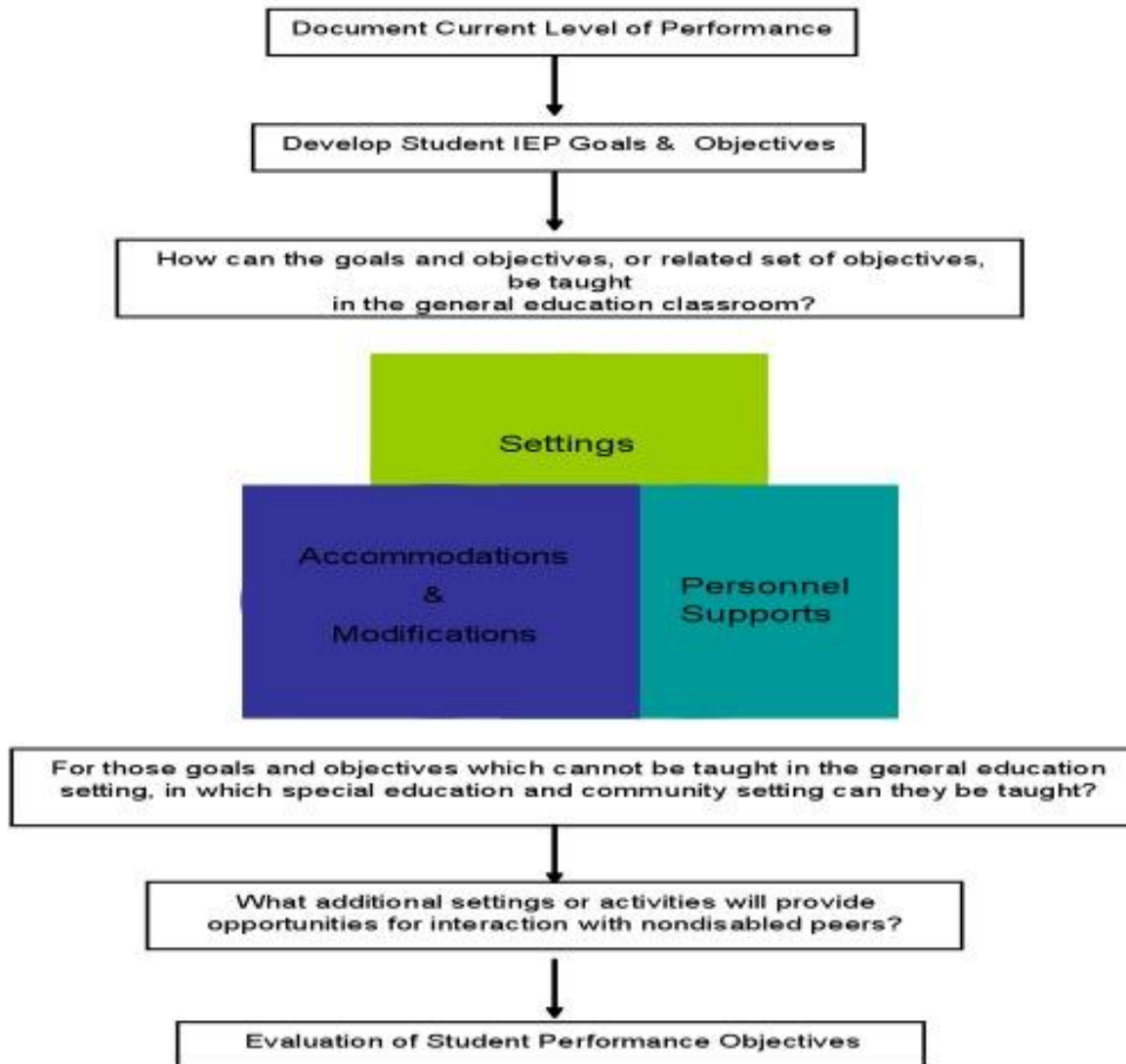


# Elements of Effective Practice

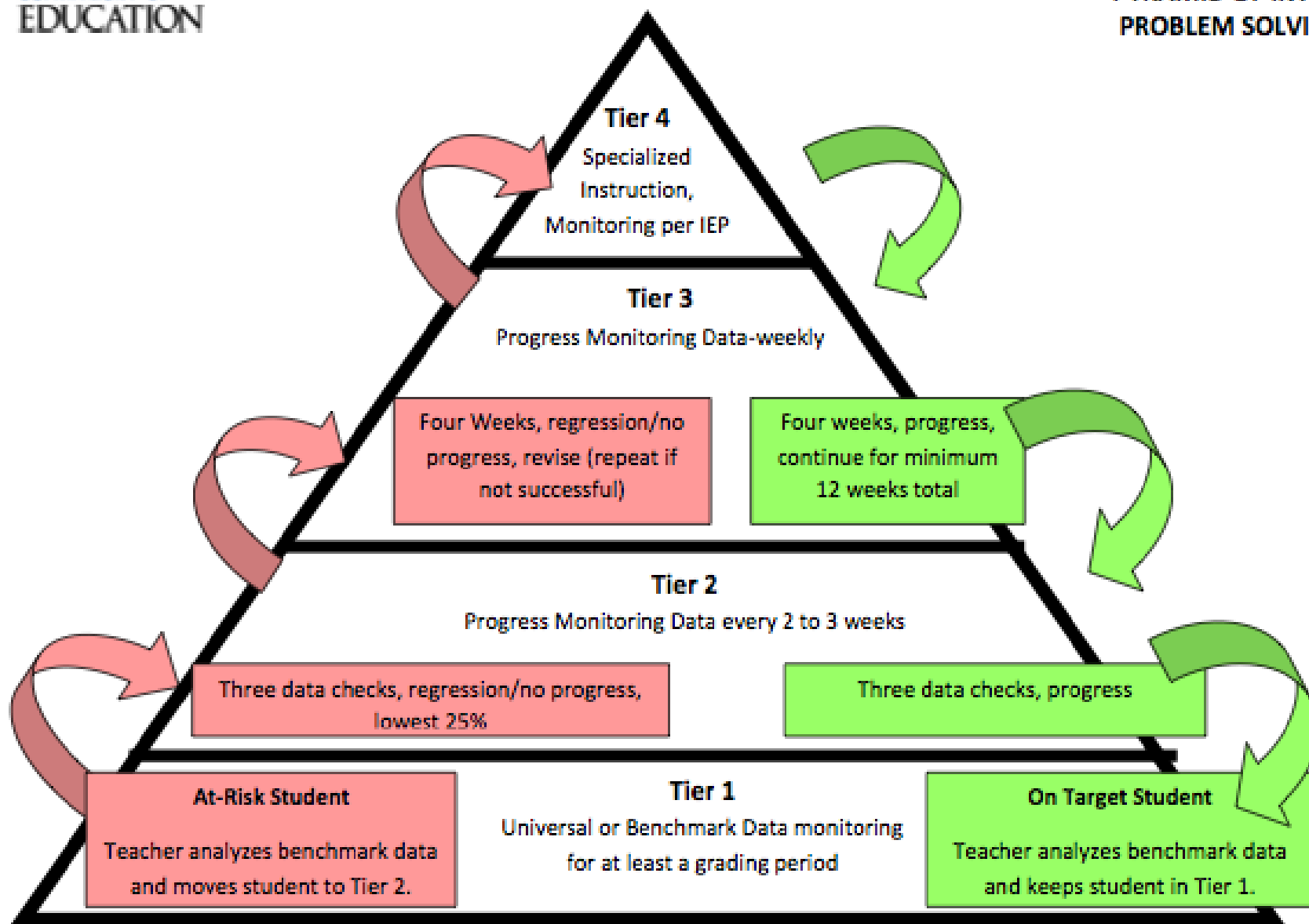
- **Professional learning**
  - People’s perceptions and expectations
  - Common understanding and practice of LRE models
- **Elements of LRE**
  - Placement
  - Schedule SWD first
  - Provide team planning time
  - Focused instructional practice
- **Support and resources**
  - Provide ongoing professional learning
  - Provide resources

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# LRE Decision-Making Model



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# Progress monitoring....

- Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

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### Key Components of Tier 4:

- represents targeted and specialized instruction
- does not represent a location for service
- may be provided in general education setting or in a separate setting
- includes adapted content, methodology, or instructional delivery

### Guiding Questions in Implementing Tier 4 Interventions:

- Are only those students who need specially designed instruction placed in special education?
- Are data collection and progress monitoring clearly defined?
- Are goals for students clearly defined and measurable?
- Are services and methodology distinctly different from those provided in the general education environment?
- Is consideration given to ensuring placement in the least restrictive environment?
- Who is responsible for the delivery, monitoring, and recording of the intervention results?

## GADOE SPECIAL EDUCATION RULES IMPLEMENTATION MANUAL

### Resources:

National Center on Progress Monitoring [www.studentprogress.org](http://www.studentprogress.org)

Intervention Central [www.interventioncentral.org](http://www.interventioncentral.org)

Ideas That Work [www.osepideasthatwork.org/index.asp](http://www.osepideasthatwork.org/index.asp)

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# Why use progress monitoring?

- Accelerated learning due to appropriate instruction
- More informed instructional decisions
- Documentation for accountability
- Higher expectations for students
- Increase in student performance

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# Specialized instruction...

- Is instruction significantly different with both adults present?
- Are the co-teaching tools being purposefully used?
  - Models
  - Teaming skills
  - Accommodations/differentiation
- Use of Research based strategies to differentiate instruction

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# Delivering specialized instruction

## Activities

- Use adapted materials that parallel the regular activity
- Allow for alternate student responses
- Within an activity define different outcomes

## Materials

- Alter complexity of format – make concrete, highlight cues
- Alter motor requirement- size, fewer parts
- Alter sensory requirement- visual contrast, input delivery
- Use technology- assistive technology, note taking

## Instruction

- Use flexible groups
- Use a variety of co-teaching approaches
- Use graphic organizers and other nonlinguistic strategies

## Environment

- Behavioral Arrangement- teach rules and processes
- Physical Arrangement- proximity seating, room accessibility
- Sensory arrangement – noise, lighting, reduce distractions



# How does progress monitoring work?

- To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. **The student's academic performance is measured on a regular basis (weekly or monthly).** Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. **Based on these measurements, teaching is adjusted as needed.** Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

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## Standards, Instruction and Assessment Special Education Services and Supports

Supporting educational programs designed to meet the unique needs of students with disabilities.

### DIVISIONS

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- ◆ [Innovative Academic Programs](#)
- ◆ [Testing](#)

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## Least Restrictive Environment

The Individuals with Disabilities Education Act (IDEA) guarantees students with disabilities the right to be educated with their peers in the Least Restrictive Environment (LRE) to the maximum extent appropriate. IDEA also guarantees students with disabilities access to a full continuum of services and it is up to the IEP team to determine the Least Restrictive Environment for an individual student. The IEP team also determines the supports and accommodations necessary for successful participation in the LRE and other special education services as needed. According to the No Child Left Behind (NCLB) legislation, schools are responsible for ensuring that students with disabilities make Adequate Yearly Progress. One component of implementing IDEA and NCLB legislation is determining effective practices to educate students with disabilities in general education classes alongside their peers without disabilities. Training manuals, Frequently Asked Questions Regarding LRE, and an Illuminate LIVE! webinar series on effective practices are found below for educators to use in order to build capacity at the local school level. Additional resources will be added as they become available.

A CD-ROM entitled Co-Teaching Practices in Georgia is now available to schools. This CD contains the following information:

- An introduction from Kathy Cox, State Superintendent of Schools
- Perspectives from Georgia Administrators
- Perspective from Georgia Teachers
- Explanations of Co-Teaching
- Explanations of the Co-Teaching Approaches with Accompanying Video Clips of Each Approach
- Questions and Answers on Co-Teaching and Accompanying Handouts

GLRS and Special Education directors in each school district received copies. However, if you would like additional copies for your school please contact Susan Brozovic at [sbrozovic@doe.k12.ga.us](mailto:sbrozovic@doe.k12.ga.us) or 404-657-9956.

The Division for Special Education Supports, Professional Learning program, has also provided the following Illuminate Live! Sessions on Co-Teaching in the Least Restrictive Environment (LRE). Please go to <http://illuminate.gavirtualschool.org/doe/index.html> and click on the Recordings tab at the top left. Go to the date listed below to access the desired session.

September 19, 2007

Teaching Students with Disabilities in the LRE

October 29, 2007

Effective Co-Teaching: The Six Approaches

December 20, 2007

Co-Planning for Teachers in the LRE

**RELATED INFORMATION**

- ◆ [LEA Consolidated Application](#)
- ◆ [Special Education Due Dates FY10](#)

160-4-7-.12 Dispute Resolution	<a href="#">Disp res</a>	<a href="#">Disp res</a>	<a href="#">Disp res</a>
160-4-7-.18 Grants for Services	<a href="#">Grants</a>	<a href="#">Grants</a>	<a href="#">Grants</a>
160-4-7-.19 Services for Agency-Placed Students	<a href="#">Services</a>	<a href="#">Services</a>	<a href="#">Services</a>

**CONFERENCES**

- ◆ [Spring Sp Ed Leadership Meeting](#)
- ◆ [Autism Academy 2009](#)

## Special Education Services and Support Information

- [Elluminate Live: Online Training Sessions](#)
- [Least Restrictive Environment](#)
- [Programs and Categories](#)
- [GaDoe Strategic Plan and Federal Indicators for Students with Disabilities](#)
- [Georgia State Personnel Development Grant \(SPDG\)](#)
- [Georgia's Continuous Improvement Monitoring Process \(GCIMP\)](#)
- [Dispute Resolution](#)
- [Parents and Educator Partnerships](#)
- [State Advisory Panel \(SAP\)](#)
- [State Performance Plan, Annual Performance Reports and other Federal Reports](#)
- [Budget and Grant Applications](#)
- [Exceptional Students Annual Reports](#)
- [Students with Disabilities Can Make AYP: What Every School Leader Should Know](#)
- [Transition](#)
- [Disproportionality](#)
- [Curriculum Access for Students with Significant Cognitive Disabilities](#)
- [LRE Training Manuals](#)
- [Georgia Network for Educational and Therapeutic Support \(GNETS\)](#)
- [Georgia Positive Behavior Supports](#)
- [Georgia Instructional Materials Center](#)
- [Georgia Project for Assistive Technology](#)



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### VISION

All students with disabilities in Georgia will participate in a challenging educational program designed to meet their unique needs that results in increased academic performance and prepares them for employment and independent living.

### Search

Keyword:

Search

### WHAT'S NEW

- ◆ [Proposed Rules](#)
- ◆ [Parent Survey](#)
- ◆ [FFY 2010 State Eligibility](#)
- ◆ [State Advisory Panel Application](#)
- ◆ [Awards of Excellence Application](#)

### QUICK LINKS

#### Federal

- ◆ [IDEA](#)
- ◆ [No Child Left Behind](#)

#### State

- ◆ [State Education Rules](#)

### RESOURCES AND MATERIALS

- ◆ [Accessible Instructional Materials \(AIMS\)](#)
- ◆ [Adequate Yearly Progress \(AYP\)](#)
- ◆ [Assistive Technology \(GPAT\)](#)
- ◆ [Curriculum Access for Students with Significant Cognitive Disabilities](#)
- ◆ [Least Restrictive Environment \(LRE\)](#)
- ◆ [Positive Behavior Supports \(PBS\)](#)

⇨ [Special Education Implementation: Rules, Manual, and Forms](#)

⇨ [Eligibility Categories](#)

⇨ [Budgets, Grants, Data Collection and Reporting](#)

⇨ [Continuous Improvement](#)

⇨ [Dispute Resolution](#)

⇨ [Family Engagement: Information and Resources for Family](#)

⇨ [State Advisory Panel \(SAP\)](#)

# Resources to increase understanding of LRE

- Addendum to the Standards-Based Classroom Rubric
- Are We Really Co-teachers
- LRE training materials on DOE website
- Illuminate Sessions
  - Developing Standards Based Individualized Education Programs for SWDs – 12-15-08

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# Addendum Content

- Access to the Georgia Performance Standards is made available through appropriate student supports.
- Data collection and analysis are utilized in the development, implementation, and revision of the Individualized Education Program (IEP).
- In addition to standards-based classroom instruction, students receive specially-designed instruction (e.g., programs, methodologies, supplemental instruction, etc.) that impacts student learning.
- Special education and general education teachers collaboratively engage in job-embedded professional learning
- Students receive access to the Georgia Performance Standards in their Least Restrictive Environment (LRE).

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# Inclusive Schools. . .

- Don't ask, "How does this student have to change in order to be in this class?" But rather, "How do we have to change in order to offer full membership to our students with disabilities?"

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# Moving Toward Effective Practice

- School Wide Coaching...Joyce and Showers indicate that only about 5% of teachers apply what they learn in professional development activities to their classroom practice, but when they are coached along with professional development, the level of application increases to 90%.
- Professional Learning Communities...Teachers engaged in PLCs exhibit significant advances in adapting teaching to students more quickly than in traditional schools. Classrooms report smaller achievement gaps between students from different backgrounds. Hord, 1997.

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# Defining Professional Learning Communities

- A community of learners, in which the teachers in a school and its administrators continuously seek and share learning and then act on what they learn.

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# Key Attributes of Professional Learning Communities

- Supportive and shared leadership
- Collective learning
- Shared values and vision
- Supportive conditions: When Where and How
- Shared personal practice

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# Organizing the PLC to promote effective practice

- Decide on the focus
- Provide resources
- Monthly meetings
- Action research

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# Coaching is...

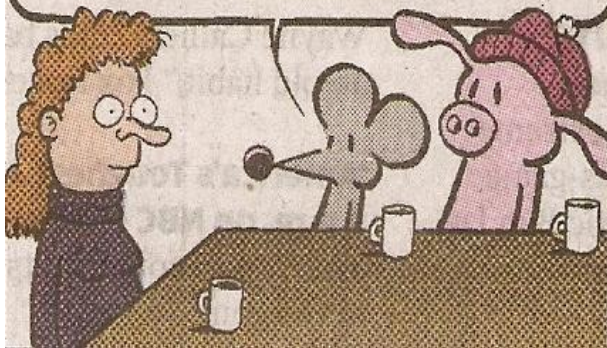
- A coach is defined as a person who helps others move from where they are to where they want to be.
- The coach's job involves using conversation skills, listening expertise, and problem solving to help others move toward their goals.
- The coach serves as a guide and supporter as change is implemented

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**PEARLS BEFORE SWINE** | By Stephan Pastis

**RAT AND PIG SEE A FAMILY THERAPIST**

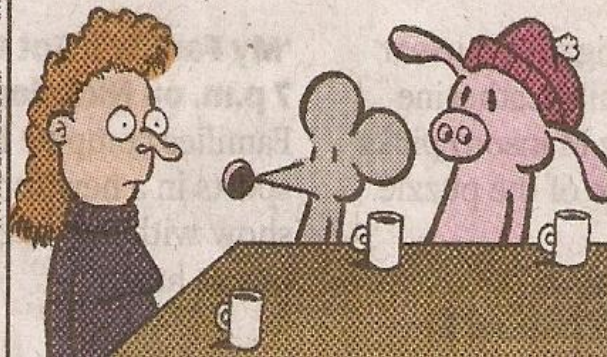
HI. MY FRIEND PIG AND I AREN'T GETTING ALONG. I WAS HOPING YOU COULD HELP US BY BLAMING HIM FOR EVERYTHING AND MAKING HIM CHANGE.



9/15

www.comics.com the rat and pig@aol.com

I'M AFRAID THAT'S NOT HOW THERAPY WORKS.



PERHAPS YOU'RE NOT A GOOD FIT FOR US.



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# Coaching Cycle

- Pre conference
- Observation
- Post observation conference

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**Co-teaching Classroom Observation/Reflection form**

Content Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
 Support Teacher: \_\_\_\_\_ Time: \_\_\_\_\_  
 School: \_\_\_\_\_ Subject: \_\_\_\_\_ Observer: \_\_\_\_\_

What I observed today included:

<input checked="" type="checkbox"/> (X) <u>Models of Co-Teaching</u>	<input checked="" type="checkbox"/> (X) <u>Instruction was directed:</u>
One Teach One Observe	Whole group
One Teach One Assist	Small groups
Station teaching	Independent
Parallel teaching	Testing
Alternate teaching	Review
Team teaching	Other _____

**I SAW**

Both Teachers were present the entire lesson	*2 Differentiated instruction was evident ( In content, process, and an environment)
Both teachers interacted with students	Instructional time was maximized
Lesson plans were available and reflect both teachers' responsibilities	Both teachers redirect inappropriate behavior discreetly/private
*1 Lesson plans reflect accommodations to be used for students	Both Teachers provided students with praise and motivation
Teachers interact/communicate respectfully with one another	Both teachers interact/communicate respectfully with students
Small groups included students with disabilities and general education students	Lessons provided for multiple levels of comprehension and performance
The content area teacher led instruction	The Special education teacher led instruction
Teacher parity was evident	

Number of Students who were engaged in learning: 60-69% \_\_\_\_\_, 70 to 79% \_\_\_\_\_, 80-89% \_\_\_\_\_, 90-100% \_\_\_\_\_

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Post Observation Conference Questions**

1. Why did you select the co-teaching approach(es) you used today?  
 \_\_\_\_\_  
 \_\_\_\_\_

2. How did you adapt instruction to reflect the accommodations used for SWDs? \_\_\_\_\_  
 \_\_\_\_\_

3. How did you differentiate instruction for content, process or environment? \_\_\_\_\_  
 \_\_\_\_\_

# For additional information contact:

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Website: [http://www.gadoe.org/ci\\_exceptional.aspx](http://www.gadoe.org/ci_exceptional.aspx)

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# Marietta City Schools

## West Side Elementary and the LRE project

Objective: Maximize and increase SWD's performance and involvement within the general education environment while continuing to build and promote effective teaching teams.

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# Why did we sign up for the LRE project?

- Educating students with disabilities within the general education environment has been a challenge due to the lack of professional development in the area of co-teaching.
- Scheduling K-6 inclusion classes with the available staff resources has led us to explore options that would ensure a least restrictive environment for all students with disabilities.

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# Our Approach

- Every certified staff member including special education paraprofessionals participated in the training.
- The website <http://achievementinc.net/moodle/> was utilized to begin the professional development activities.

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# DAY 1

- Grades were divided up and support staff attended training with the teams they worked with on a daily basis.
- Module 1: LRE and Co-teaching
- Module 2: Models of Co-teaching
- All staff members were given an assignment: Plan and teach two lessons using a different model of co-teaching. A Co-teaching Reflection Sheet for each lesson was then filled out by each individual team member.

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# Day 2

- Training occurred during grade level planning.
- Module 3: Teaming Part 1
- Main focus was on how it is done and roles and responsibilities for each member of the co-teaching team.
- Homework: Observe a team in action and complete the classroom observation form.

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# DAY 3

- Training occurred during grade level planning.
- Module 3- Teaming: part 2-working together to make it work.
- Observations and reflections were discussed as a group.
- Homework: Be prepared to share a differentiated (accommodation) activity or product used within your classroom.

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# DAY 4

- Training occurred during grade level planning.
- Module 4: specialized instruction
- Teachers will share some examples of how they differentiate in their classroom.
- Accommodations verses modifications

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# DAY 5

- Wrap Up
- Feedback
- Complete evaluations

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