



Promoting Student Achievement for Students with Disabilities in the Least Restrictive Environment

Division for Special Education Services and Supports

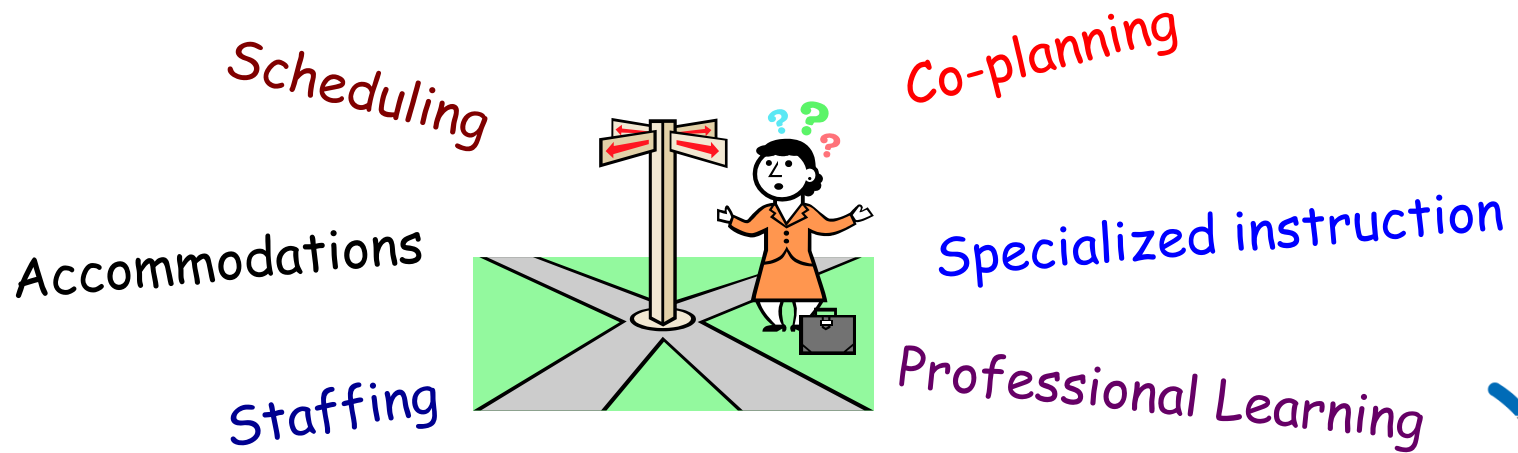
Georgia Department of Education

1870 Twin Towers East

Atlanta, Georgia 30334

Needs Assessment

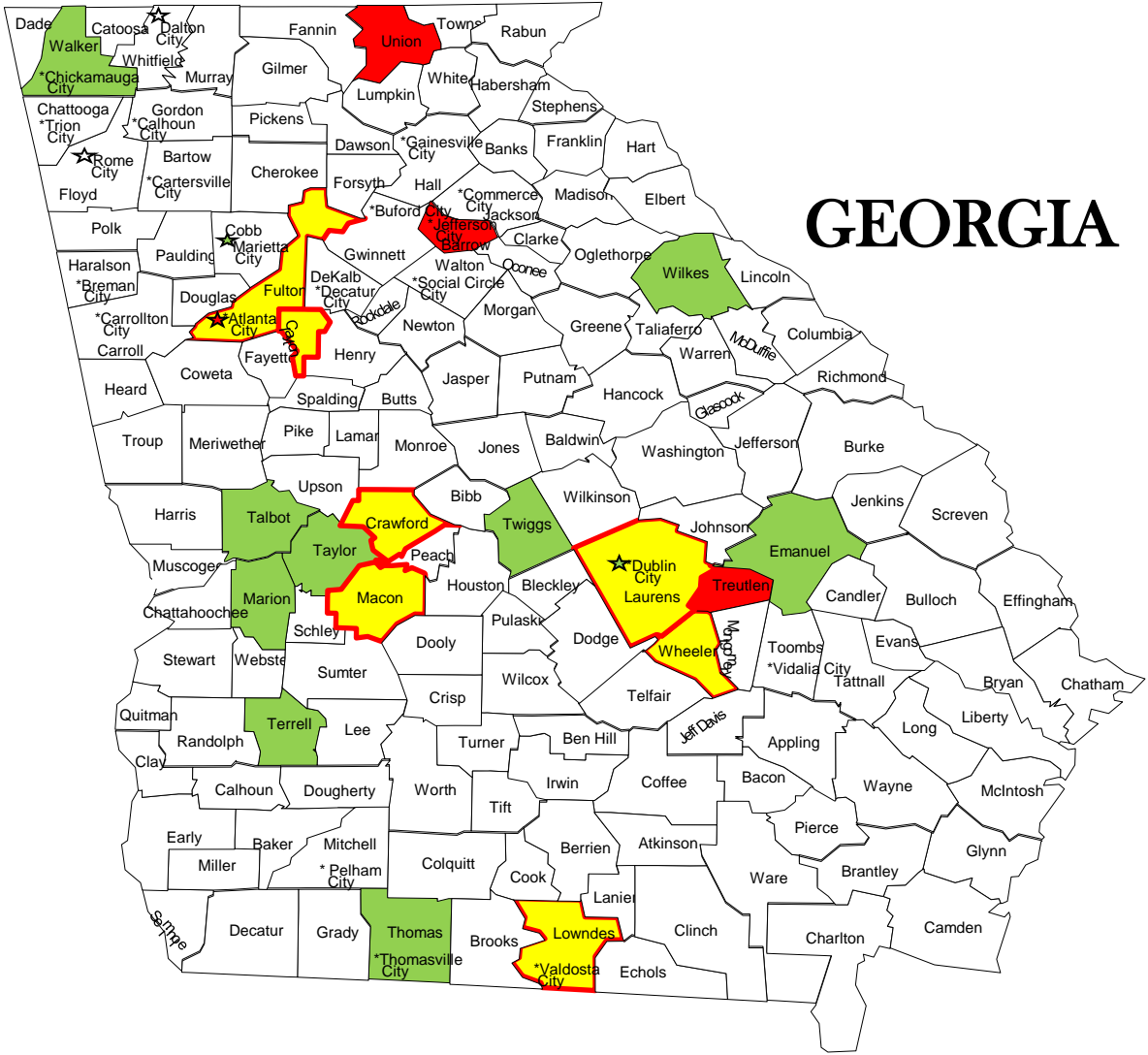
- What is working well in your LRE initiatives?
- What challenges are you experiencing?
- What types of support would help you overcome these barriers?



Purpose of the Statewide LRE Project

- The purpose of this initiative is to prepare and support school leadership teams as they implement effective LRE initiatives in their schools.
- The project provides personnel and web-based resources to train, support and structure the work of the school based leadership teams.
- Promotes collaboration between GLRS, GaDOE and local school districts to impact effective practices in the LRE

GEORGIA



FY11 LRE data Over 80% in General Education

Cohort I: ●
↑ 50% in Year 2

Cohort II: ●
↓ 50% in Year 2

Cohort III: ●
↓ 50% in Year 1

Support for Regions

Steve White District and Cohort 1-3	Janet Peeler District and Number of Schools
East Georgia-Cohort 1	Northwest-Cohort 1
West Georgia-Cohort 1, 2	Middle Georgia-Cohort 1, 2
East Central –Cohort 1, 2, 3	Southwest-Cohort 1
Metro West-Cohort 1, 2	South Ga-Cohort 2
	Metro East-Cohort 2
	North Georgia-Cohort 3
	Northeast-Cohort 3

LRE Project Implementation

- Each GLRS will receive funds to implement
- Each GLRS will develop a contract with their assigned consultant
- 15 days for each GLRS from consultant
 - 5 days of leadership training
 - 5 days for GLRS follow-up to be determined by consultants and GLRS directors in each region
 - 5 additional days for web support, planning and presentations

Cohort 1 Activities

- Complete an action plan
- Train and utilize peer coaching teams
- Teachers complete co-teaching Survey Gold.
- Teachers complete monthly lesson plan and reflection assignment.
- Leadership team to complete monthly observations

Cohort 1 Activities

Cont'd

- Peer Coaches identified by Principal and develop a schedule
- Observe all identified teams a minimum of 1 x per semester and targeted teams more as needed
- Consultants provide TA on an as needed basis determined by consultant and GLRS director
- Leadership team required to attend scheduling training held in the spring

Cohort 2 Activities

- Consultant coaches leadership team in foundations of effective practices from Year 1 technical assistance
- GLRS Directors identify districts/teams as needing support to include:
 - action plan development
 - site visits/classroom observations/feedback
 - ongoing leadership team walkthroughs
 - data sent to GLRS monthly to determine schools/teams needing technical assistance

Cohort 2 Activities

Cont'd

- Co-planning lesson plans from targeted teams 1 x per month submitted to website and to school leadership teams
- Leadership teams required to attend scheduling session in the spring

Cohort 3 Activities

- Selected co-teaching teams complete co-teaching Survey Gold.
- Selected co-teaching teams complete monthly lesson plan and reflection assignment.
- Selected co-teaching teams participate in PLC meetings conducted by the Leadership Team to support co-teaching
- Leadership teams participate in 5 days of professional learning 3 full days/2 half days with Steve White or Janet Peeler

Cohort 3 Activities

Topics for the Leadership Team Professional Development Days

- Overview of Co-Teaching for Administrator's Professional Development
- Co-Planning
- Specialized Instruction
- Progress Monitoring and the IEP
- Scheduling in the LRE
- On-site Support determined by needs assessment

**For any information, questions or concerns please
contact:**

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