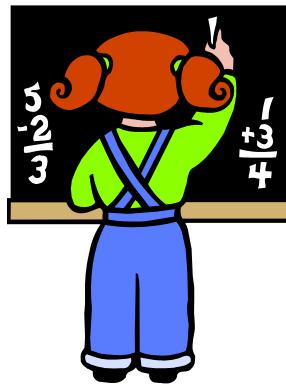


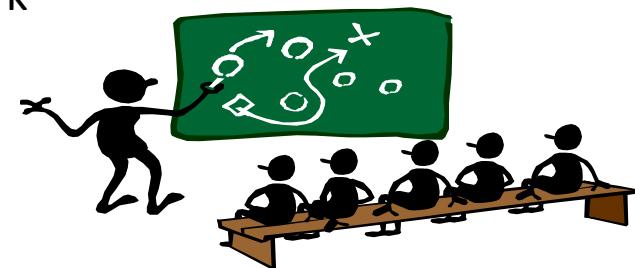
INCLUSION PRACTICES THE JOURNEY

ATLANTIC CITY PUBLIC SCHOOLS



THERE IS A NEED FOR CHANGE!

- Where are we going and how do we get there?
- Improve academic achievement
- Teachers were not addressing the unique needs of students with disabilities in pull/out in general education
- Several schools have been identified with Needs Improvement Status
- We need to use our data to support student instruction and student placement
- Survey teacher's and building administrators to support their needs
- Evaluate CST's needs & provide training
- Built capacity by creating positions at the district level that compliment current instructional practices
- Work with teachers to make the model of delivery work
- Reduce Out of District placements
- Stop doing the same thing expecting different results.



SUMMER TASK FORCE

- Examine and Analyze test scores Formative & Summative
- Teaching Certifications
- Classifications/Declassifications
- Attendance/Enrollment/Class Size/Suspension & Retention Rate/Behavior Issues
- District Interventions
- Instructional Training Techniques that are unique to Special Education
- Incorporate the recommendations of DOE
- # of Child Study Teams/Student Placements
- Create an action plan to reduce Out of District Placements

DISTRICT INTERVENTIONS

- Basic Skills
- Accelerated Reading
 - Read 180
 - System 44
- Reading Recovery
- Wilson Literacy Program
- Kurzweil Reading Program
 - Achieve 3000
- (LLI) Language Literacy Intervention
 - Assisted Technology
 - Plato
 - Plugged into Reading
 - Compass Learning
 - Fast Math
 - SIOP
 - RTI

The Stats from the 11 Schools

- 1,458 Classified Students
- # of CST
- # out of district placements (125 students)
- # of SC/LRC/MD/AI/Inclusion
- 93 Special Ed Teachers
- # of Special Education Supervisors (1)

Plan of Action

- Focus on the School that has the largest population of special needs students
- Attend DOE training sessions (inclusion RTI & differentiated Instruction)
- Send teachers to Out of district training sessions
- Visit neighboring districts to see what is working (Models of Excellence)
- Train teachers and administrators in models
- Examine teacher certifications for HQ status
- Begin introducing training in small groups by departments
- Reduce the number of out of district placements
- Create a Special Education Teacher & Differentiated Instruction Handbook
- Build capacity to support teachers at the school level by sustaining professional development in best practices techniques
- Create new positions (math & Literacy coaches)
- Place best practice models, lessons, pacing charts, rubrics, reference materials etc. on district web-site
- Introduce and train all teaching staff to use the **Inclusion Teaching Models**
- Monitor and keep expectations high

Why Co-Teach?

"In-class resource programs...are programs of specialized instruction organized around a single subject and are provided to students with disabilities by an appropriately certified teacher of students with disabilities." [N.J.A.C 6A:14-46(d)]

Response to Creating and Sustaining Inclusive Classrooms

The desired outcomes for students should drive how adults are organized.

All students need support to learn. Many of the supports needed today differ substantially from the way existing structures were designed to provide support.

Students will be better supported if a team of individuals is responsible for meeting those needs.

All educators have areas of expertise which are needed by students.

Adults in a system need ongoing access to one another to learn, contribute, feel supported and share responsibility and accountability for meeting the needs of all learners.

Response to Individuals with Disabilities Education Act (IDEA)

Students with disabilities must receive an individualized education in the least restrictive environment.

Students with disabilities must have access to the general education curriculum.

Students with disabilities must receive services and supports to assist in making progress in the general education curriculum.

Response to No Child Left Behind (NCLB)

Standards-based curriculum for all students

Standardized assessment for all students, including students with disabilities

Measurable yearly progress for all students

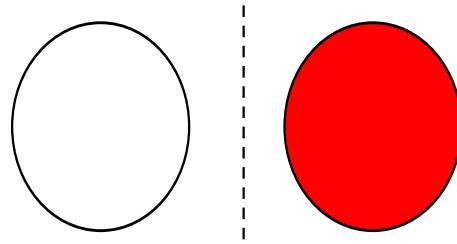
Academic content for students with disabilities must be aligned with grade-level, local and state assessments.

Staff must be highly qualified in order to teach in a subject area.

Co-Teaching Model

Parallel Instruction

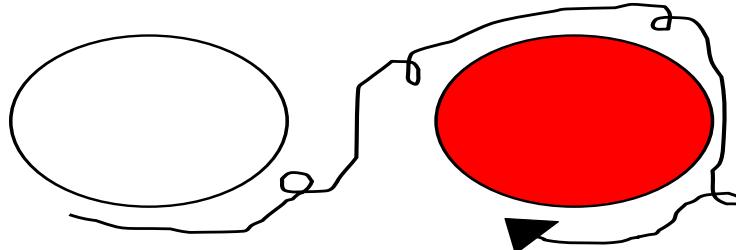
In the parallel teaching arrangement, the general education teacher and the special education teacher divide the students into different types of groups. Each teacher becomes responsible for a smaller instructional subgroup. Small group instruction allows both teachers an opportunity to work more intensely with students to address their individual needs. Students may be working in small groups, pairs, or individually. Configuration of groups should be kept flexible, depending on lesson goals and student needs.



Examples of Parallel Instruction:

As a follow-up to a whole class lesson on a science concept, each teacher models the concept to half the class.
One teacher reinforces a skill previously taught while the other teacher does an enrichment activity with the students who understood the concept.
Each teacher may work with a small group while other students work individually or in small groups independently.
One teacher may work with a small group while the other teacher rotates as individual students complete assignments.
Students may rotate among teacher directed and/or independent groups.

Supportive Instruction

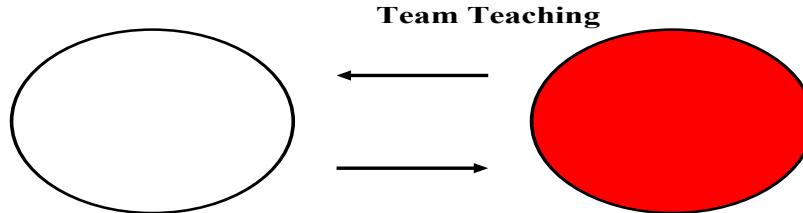


Supportive instruction enhances or reinforces the lesson content by helping students attend to, understand, and remember key information, relationships, and processes. In the supportive instructional arrangement, the special education teacher assumes an active role in supporting and adapting instruction to meet the individual needs of students while the general education teacher provides the classroom instruction. Supportive instructional activities may be provided to the whole class, small groups, or individual students.

Examples of Supportive Instruction:

- Repeating or rewording directions
- Using visual and/or verbal mnemonics
- Tape recording texts
- Color coding text to identify new vocabulary and key concepts
- Reducing visual clutter on a page by masking
- Developing study guides and lecture outlines
- Using manipulatives to reinforce the lesson
- Writing key information on the board during lecture
- Reformatting worksheets and tests

Team Teaching



Team teaching occurs when both teachers take an active role in managing the instructional environment. This arrangement is characterized by active dialoguing about the content among the two teachers and the students. The special education teacher shares in instruction by reinforcing, modeling, and adapting the content delivered by the general education teacher. The lesson may be divided into segments, with the general education teacher and special education teacher taking turns presenting concepts, strategies, and techniques.

Examples of Team Teaching:

The special education teacher engages students in a brainstorming activity to prepare students for the upcoming lesson.

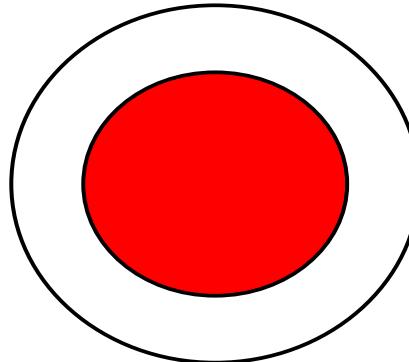
The general education teacher presents new content.

The special education teacher reinforces concepts through the use of manipulatives.

The general education teacher summarizes the key points of the lesson, while the special education teacher models for students how to paraphrase the key points.

During independent practice, feedback is provided by either or both teachers.

Complementary Instruction



Complementary instruction focuses on teaching students how to learn. Students are explicitly taught learning strategies and study skills to enable them to master the curriculum content. In the complementary instruction arrangement, the general education teacher is responsible for presenting the lesson content, while the special education teacher takes responsibility for emphasizing the learning strategies. Strategy instruction can occur as a separate mini lesson, or both strategy instruction and content instruction can be presented simultaneously, in one lesson.

Potential areas for instruction:

- Listening during lectures and discussion
- Memory strategies
- Note-taking
- Studying for a test
- Organizational skills
- Time and task management (homework, reports, projects)
- Self-management (goal setting, self-monitoring, self-evaluation)

Examples of Complementary Instruction:

The science teacher explains a science concept while the special education teacher completes a corresponding graphic organizer on an overhead projector transparency.

During a model demonstration done by the general education teacher, the special education teacher is recording the sequence on the board.

The special education teacher models good listening behavior while the general education teacher reads a story to the students.

Following a science unit on weather, the special education teacher reviews strategies for memorization to help students prepare for an upcoming test.

Sustaining The Change

- What gets monitored gets done!



- Training is on going, the cost is minimized by utilizing special education teachers who have been trained as Literacy, Math and DI coaches
- A High School Special Education Supervisor was added
- A CST to work with Out of District Placement was added
- Along with regularly scheduled PD, training is conducted during the day via grade level meetings, $\frac{1}{2}$ day morning and afternoon sessions.
- Teacher Observations, Walk Through Evaluations and Lesson Plans are closely monitored
- Supervisors, Building Administrators, Literacy & Math Coaches, Basic Skills Instructors were trained in Co-Teaching Models & DI Strategies, the strategies were added into the curriculum and lesson plan format
- Teaching strategies, lesson planning ideas, pacing charts etc. were place on the district website to enhance capacity and sustain best practice techniques
- All Intervention Programs are monitored and included in the quarterly data analysis reports
- A New intervention has been added for our Autistic student population
- District pacing charts and bench marking assessments has become an intricate part of our daily practice
- Coach teachers on how to get blend their teaching styles “Can’t We All Just Get Along”

Celebrations



- Out of District Placements have been reduced from 125 to 75
- 2 of our eleven elementary schools do not have any self-contained classrooms
- All schools participate in Inclusion practices
- A Bi-lingual Special Education class was added at the high school level. A second class will be added in September 2013
- A SLD low functioning and a SLD high functioning class was added to the high school
- A Behavioral Disabled low and high functioning class was added to the high school
- Teachers and support staff are being supported via on-going training
- We are not only meeting the needs of the students by providing instruction on their academic level we are providing teachers with the training they need based on their response to our surveys, evaluations and walk through observations and conversations
- High School teacher training matches the elementary level training
- All teachers are included in all training initiatives