

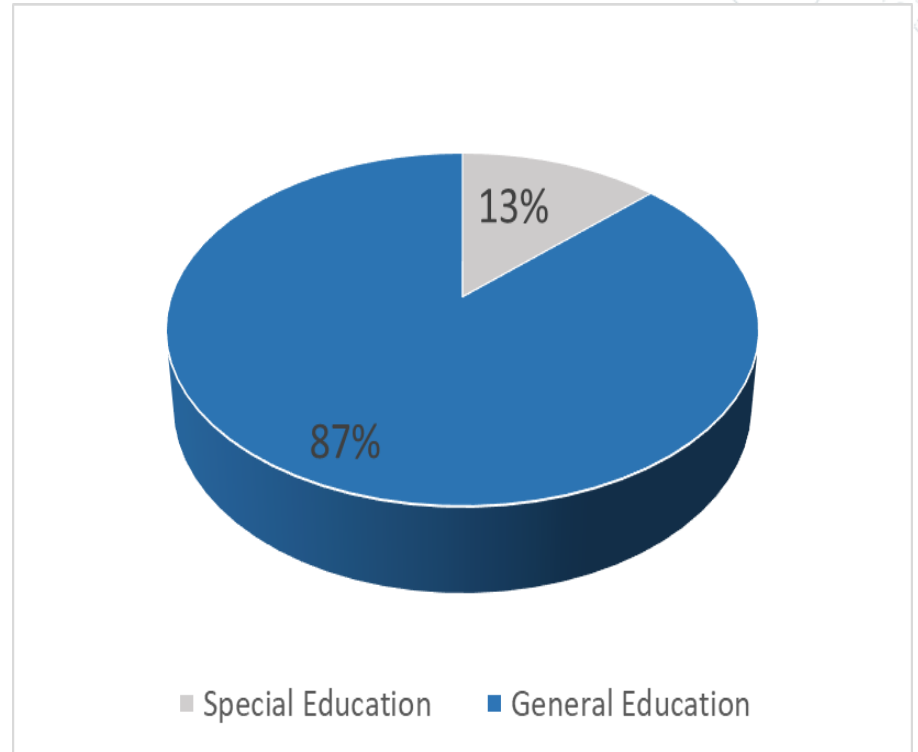
A decorative graphic in the top-left corner consisting of a network of interconnected nodes and lines. The nodes are represented by circles of varying sizes and colors, including light gray, dark gray, and blue. Some nodes are highlighted with a blue outline. The lines connecting the nodes are thin and light gray.

Geneva School District 304

Student Services – Programing at Geneva High School

A decorative graphic in the bottom-right corner, mirroring the one in the top-left. It features a network of interconnected nodes and lines, with nodes in light gray, dark gray, and blue, and some nodes highlighted with a blue outline.

How many students receive special education services?



702 students qualify for special education services.

**What types of services
do our students
receive?**

Specialized Instruction ~ 560 Students

Related Services

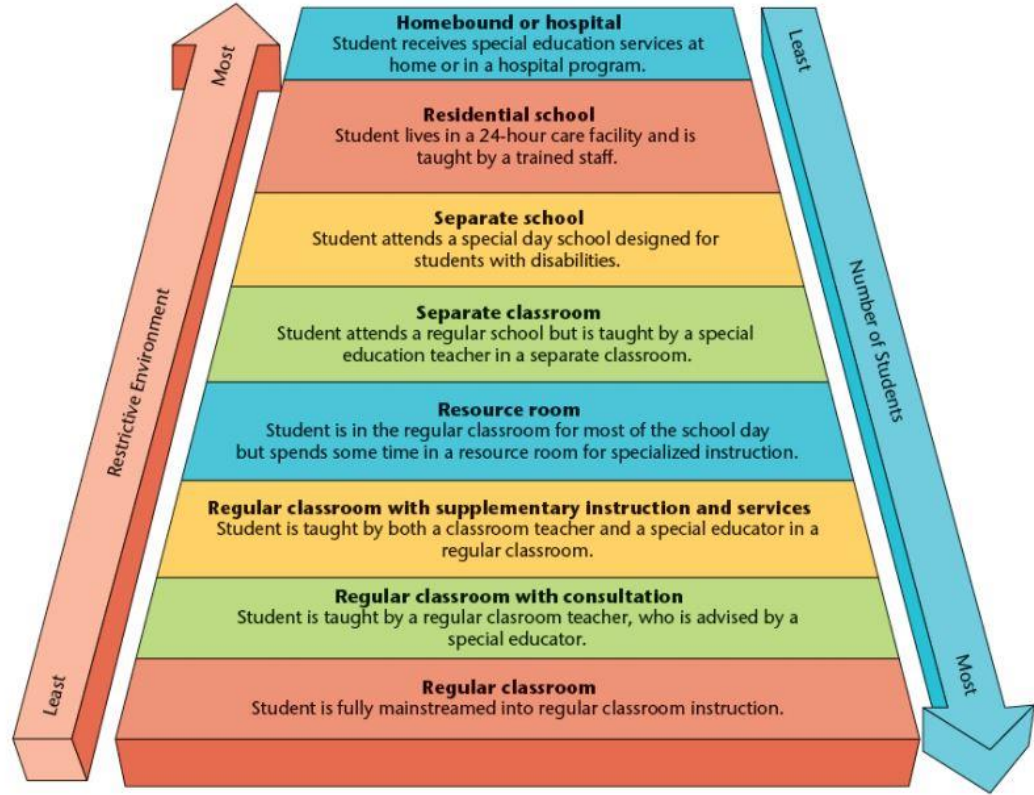
- Social Work ~ 317 Students
- Speech ~ 340 Students
- Occupational Therapy ~ 98 Students
- Physical Therapy ~ 22 Students
- Hearing Itinerant Services ~21 Students
- Vision Services ~ 12 Students



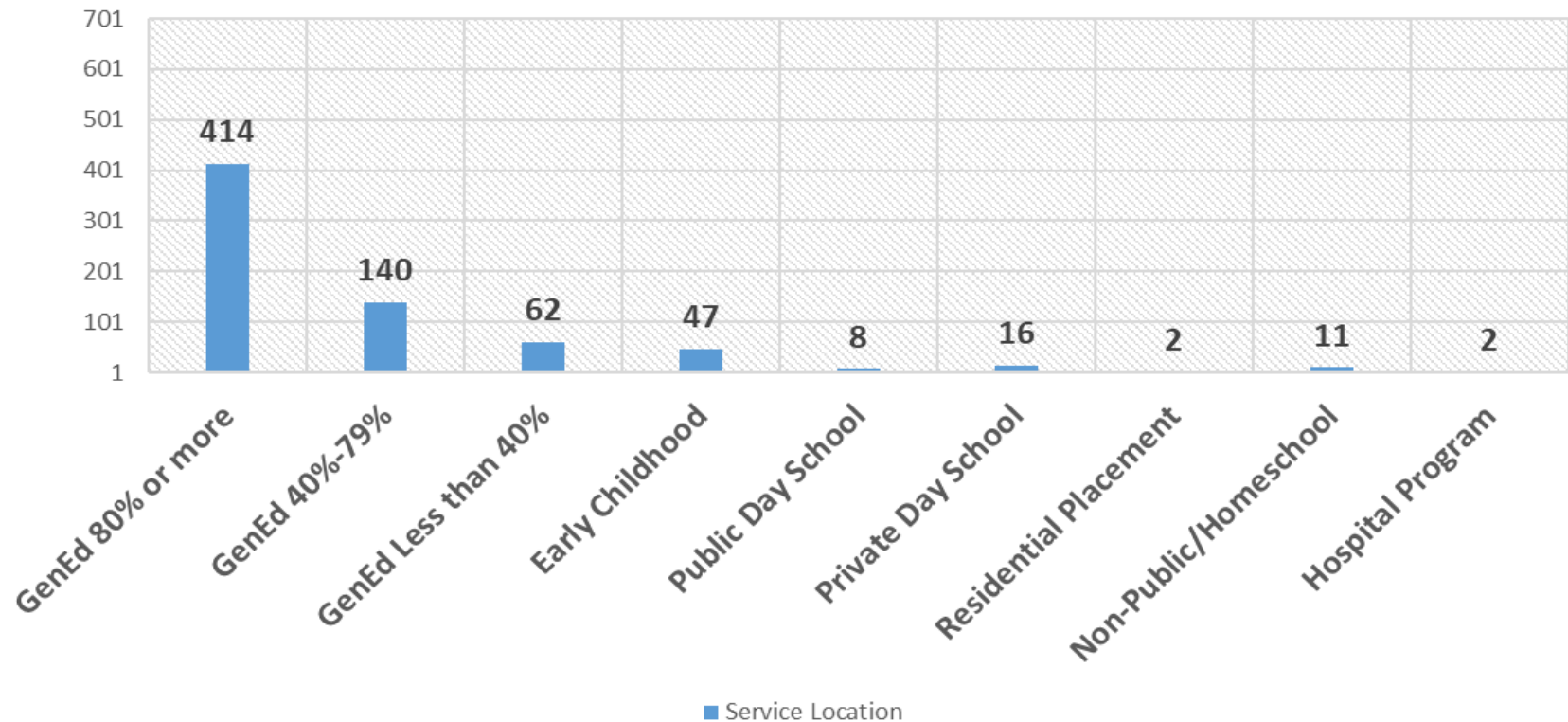
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***Special education is a service,
not a place.***

Continuum of Services



Service Location



Geneva High School

In the Fall of 2021, ~200 students will qualify for special education services at Geneva High School.

- 70% of these students receive specialized instruction within the general education classroom.
- The other 30% receive the majority of specialized instruction in self-contained programs at Geneva High School. However, these students also participate in some general education classrooms.

Co-Taught Sections

38

Co-Taught Class	Number of Sections
English I	5
English II	4
English III	4
Earth Science	5
Biology	2
World History	5
US History	3
Algebra IA	3
Algebra IB	4
Geometry C&A	3

70/30

Graduation
Requirements

SDI is part of
every IEP


Why Co-Teaching?

Individual with Disabilities Education Act specifically states:

"To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

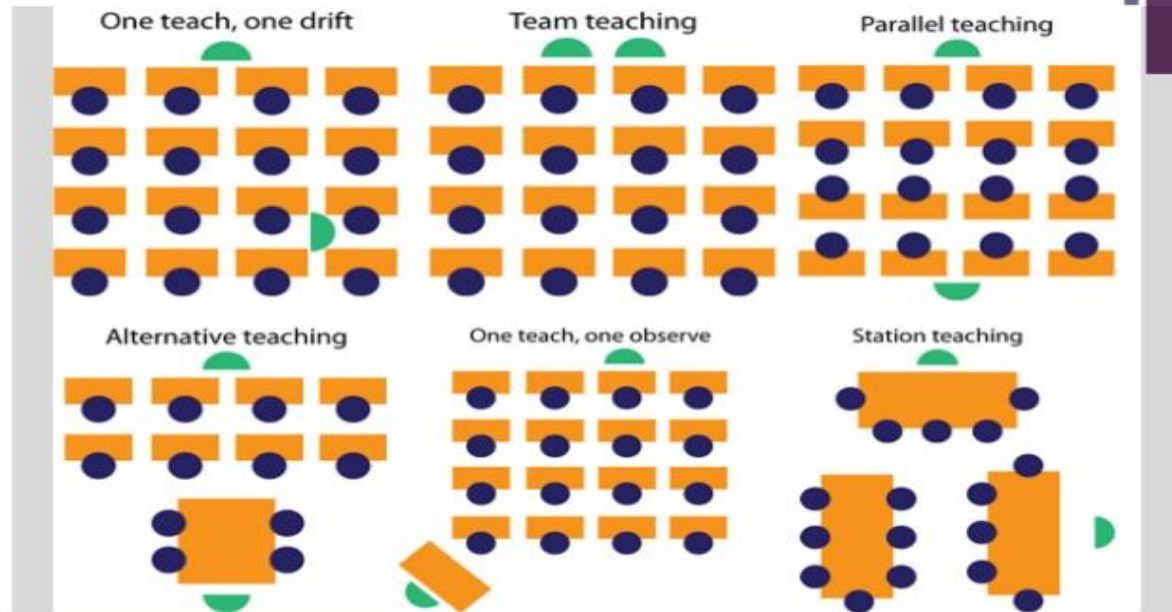
Benefits of Co-Teaching



- ◎ Tiered levels of instruction within one classroom
 - ◎ Differentiated instruction
 - ◎ Increase student engagement – lower teacher : student ratio
 - ◎ Variety of instructional strategies
 - ◎ Increased opportunities for response and participation
 - ◎ Formative assessments to drive instruction
- 

How do we provide specialized instruction in a general education setting?

+ CO-TEACHING MODELS



Specially Designed Instruction vs. Accommodations

Area	Accommodation	SDI
Writing	<ul style="list-style-type: none"> • Allow use of an editing checklist • Allow use of word predication software 	<ul style="list-style-type: none"> • Teach student how to complete a graphic organizer and transfer information to essay form • Teach student to identify/fix grammar, punctuation, and spelling with the use of an editing checklist
Math	<ul style="list-style-type: none"> • Allow use of a calculator • Allow use of formula cards on assignments and assessments 	<ul style="list-style-type: none"> • Teach student to correctly identify and represent steps in a multi-step problem • Teach student to use and communicate a variety of mathematical strategies to solve problems with one or more variables
Reading	<ul style="list-style-type: none"> • Tests read aloud to student • Use Audible or Libby apps on a phone to listen to literary material 	<ul style="list-style-type: none"> • Teach student to decode multisyllabic words • Use modeling, guided practice and corrective feedback to teach pre-reading strategies, identifying the main idea and summarizing, and citing evidence from text.
Executive Functioning	<ul style="list-style-type: none"> • Preferential seating away from distractions • Provide completed study guide • Daily check-in with staff 	<ul style="list-style-type: none"> • Teach student how to break long term assignments into smaller chunks in order to improve work completion • Teach student to utilize HAC to self-monitor grades and create a plan to improve grades
Social-Emotional	<ul style="list-style-type: none"> • Allow movement breaks • Provide student with a daily schedule 	<ul style="list-style-type: none"> • Teach student to identify stressors and utilize strategies to overcome anxiety • Teach student to identify ways to appropriately display emotions across a variety of settings

Accommodations vs. Specifically Designed Instruction

Most special educators are coming to understand that specially designed instruction (SDI) is imperative in co-teaching.

However, in practice many examples of SDI are, in fact, accommodations (i.e., tools) and are necessary but not sufficient to justify co-teaching.

GenEd and SpEd teachers need training, tools, strategies, and coaching to meet the needs of all students in every classroom.

What is Co-Teach 2.0?

Co-teaching has been implemented for students with disabilities since the mid-1980s. However, over the past several years, a number of shifts have contributed to a strongly positive evolution in this service option. Among the differences between co-teaching and the past and co-teaching today are these:

- The partnership is still viewed as valuable, but the focus in co-teaching begins on services for students. Rather than general content support, **specially designed instruction** is considered integral to effective co-teaching integrated into general education lessons. General educators still ensure that special educators understand curricular expectations, but now special educators are just as responsible for ensuring that general educators can participate in the delivery of SDI.
- Co-teachers are quickly moving past just the basic **six approaches to design alternatives** that **meet an even wider array of student needs**.
- **Data is essential** for appropriately grouping students and making co-teaching instructional decisions.
- Pressure continues to increase to expect most students with disabilities to reach the same standards as other students, and co-teachers, more than ever before, are **accountable** for achieving that outcome.

Professional Development



Co-teachers require professional development in the content areas, accommodations, general disability areas, instructional strategies, behavior management, assessment strategies, and classroom management.

Co-teachers need to design instruction to meet the learning needs of all students.






Special education services are partially funded by the IDEA Part-B Grant.

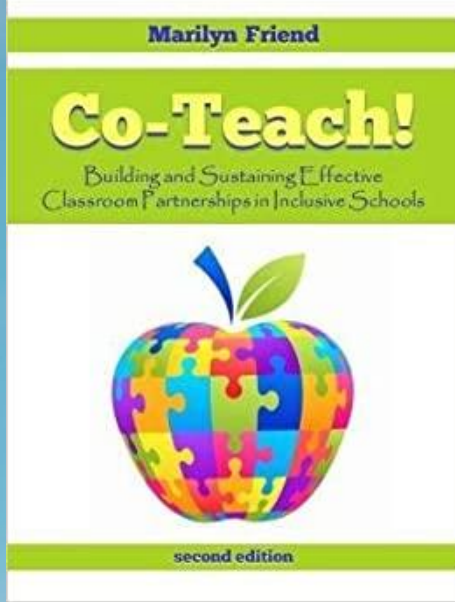
5% of the IDEA grant allocation must be spent on professional development.

(This has been waived for the current year due to COVID restrictions).

Each year, we provide a number of professional development/coaching activities for Student Services staff totaling between \$75,000-\$100,000 per year.

During the pandemic, we have used very little of our professional development budget.





Understand Myths & Misunderstandings

Alignment of SDI to IEP goals

Research

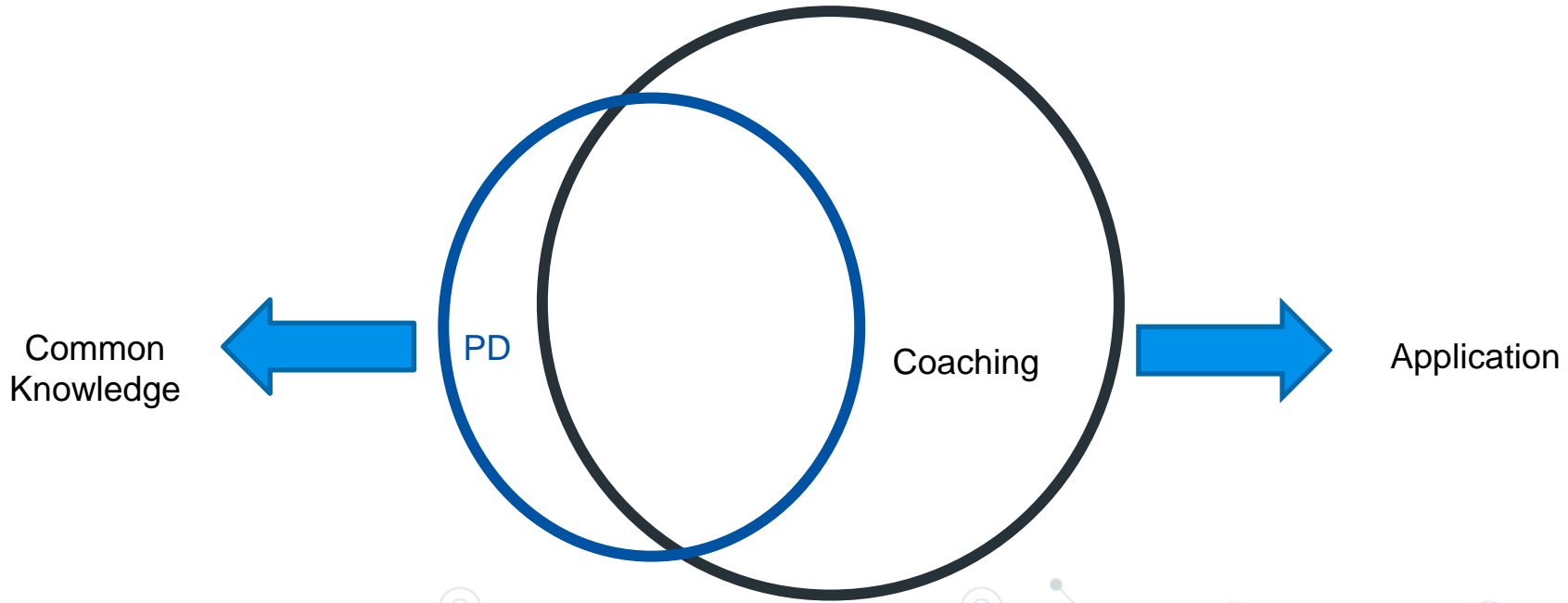
Integration of SDI

Self-assessment of knowledge and skills

Application of six approaches

Roles & Responsibilities

How do we approach this?



Why do we need this PD and coaching?

Improved Student Outcomes Teacher Retention

An iceberg diagram where the tip above the water line represents the visible outcomes of professional development and coaching, and the much larger portion below the water line represents the underlying practices and strategies that support these outcomes. The iceberg is composed of several blue, faceted geometric shapes.

- Increased student engagement
- Classroom management
- Ongoing feedback
- Robust resources
- Formative assessments
- Data driven instruction
- Decreased student : teacher ratio
- Flexible grouping
- Personal attention to students
- Specially designed instruction

- Planning – when, where, & how?
- Scope & Sequence
- IEPs/504s
- Content understanding
- Instructional strategies
- Classroom management
- Assessment
- Grading
- Accommodations & Modifications
- Classroom routines

Who provides the training?

Who participates in the training?

Marilyn Friend

- Teacher
- Internationally Accaimled Public Speaker, Staff Developer, and Expert
- Scholar
- Author
- Advocate

Geneva High School Staff

- 10+ SpEd Teachers
 - 10+ GenEd Teacher
 - 50+ Certified Staff -
- } Combined PD/Coaching
- PD

2021-2022

2-day for professional development on contemporary co-teaching practices

1

One half-day of follow-up professional development for the participating co-teachers (group divided in half)

3

Develop a plan to share knowledge and strategies with other educators

5

At least two classroom visits with coaching and feedback for each coteaching partnership

2

One day of professional development for special educators to address their questions and concerns related to specially designed instruction and its delivery in general education settings

4

Plan for expansion

6



Questions & Thank YOU!