



Inclusive Practices in Action

Department of Student Services - Office of Special Education

April 18th, 2024

Agenda

- Introduction
- Introduce Discovery Team (Arlene)
- Inclusive Practices in
Instruction/Co-Teaching (Discovery)
- LCPS Inclusive Initiatives and
Opportunities (Arlene)
- Q & A (Arlene & Team)
- Closing (Arlene)



Discovery Team

Discovery Elementary School Ashburn





Megan Monnahan
4th Grade
Special Education Teacher



Carmen Farley
4th Grade
General Education Teacher



Michelle Warner
3rd Grade
General Education Teacher



Debbie Ragan
Assistant Principal



Inclusion Spotlight: Discovery Elementary



At Discovery Inclusion Is....

- Every individual being welcomed and embraced as an important member of our school community.
- Who we are, what we believe, and how we do the business of ensuring ALL students are engaging in deeper, meaningful learning every day.

Co-teaching helps us succeed in this endeavor!



Student Services



What is Co-Teaching?

The Council For Exceptional Children defines co-teaching as a collaborative approach to instruction in which two teachers, typically a general education teacher and a special education teacher, work together to plan and then implement instruction for a class that includes students with disabilities. At Discovery, we also utilize co-teaching models with classrooms for students in our ESOL (English for Speakers of Other Languages) Program.



Co-Teaching Is

- ★ "We teach"
- ★ "Our children"
- ★ "Equitable may not be equal"
- ★ "Empowering our children"

Co-Teaching Is Not

- ★ "You teach, I plan"
- ★ "Your children, my children"
- ★ Pull-out services



Co-Teaching Cycle

- Both teachers reflect on **student progress**
- Goal of the reflection is to **improve student learning**
- Analyze the **students' response** to strategies, teaching approaches, and materials



Co-reflect

- Both teachers co-design the **assessment** and **rubric**
- Content teacher can provide **content-specific assessment materials** (videos, articles)
- Language specialist can scaffold the **assessment materials**



Co-plan

Collaborative Instructional Cycle

Co-assess



@TanKHuynh

- Collaboratively design instruction together
- Content teacher defines **content-specific skills and knowledge**
- Language specialist scaffolds the **language demands**

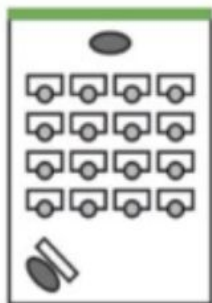
Co-teach



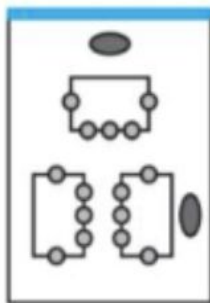
- Both educators share teaching responsibilities
- Content teacher can teach the **content**
- Language specialist can teach the **content-specific language**

Adapted from Honigsfeld & Dove, 2019

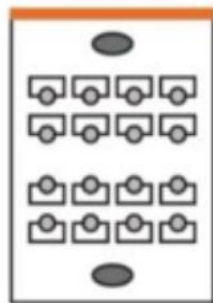
Co-Teaching Models



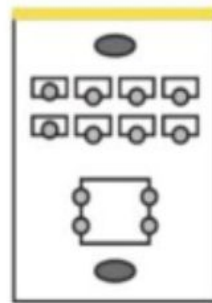
1. One teach,
one observe



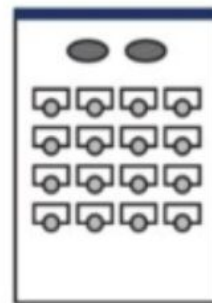
2. Station teaching



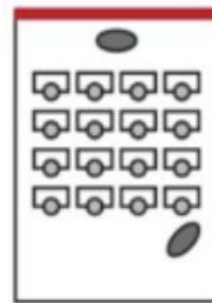
3. Parallel teaching



4. Alternative teaching



5. Teaming



6. One teach,
one assist

● Teacher ● Student □ Desk/Table

Co-Teaching Environment



Shared space, set up for collaboration and promoting classroom community!



Environmental Supports

Monday
MATH WORKSHOP

Groups						
Round 1	Monnahan's Small Group!	Farley's Small Group!	Playlist: You Pick!	Playlist: You Pick!	Playlist: You Pick!	Playlist: You Pick!
Round 2	Farley's Small Group!	Monnahan's Small Group!	Playlist: You Pick!	Partner Pick!	Partner Pick!	Partner Pick!
Round 3	Math Time with Mrs. Brooks	Playlist: You Pick!	Monnahan's Small Group!	Farley's Small Group!	Playlist: You Pick!	Playlist: You Pick!

Clearly structured groups, routines, and procedures for each content area.



Flexible Seating Options to support all learners.



Sensory Spaces Available throughout the building for all Students with tools for calming and refocusing techniques



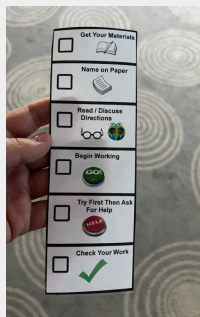
Student-Centered organization for materials, assignments, and tasks.

Motor & Sensory Room available to all students



School-Wide PBIS House System

Behavioral Supports



Visual schedules and checklists to help kids manage their school day.



Classes earn lunch-bunches, along with other community-building experiences.



Classroom Based Token Economy for Individual Incentives

B.I.T.

- School-Wide behavior team with 25 members all trained in crisis prevention and de escalation through MANDT
- Monthly meetings to ensure each member knows how to best support any student requiring de escalation or emotional support



Student Break Cards That indicate emotion and tie to our SEL Curriculum

Relationship Building



Classroom Community Days: “Welcome to Candyland” & “Football Friday!”



We are a Classroom Family!



Opportunities for students to work collaboratively on “Passion Projects”



These relationships extend outside our classroom walls



Cooperative Games for Team Building and Positive Communication Skills

Collaborative Planning

... > 10.2 to 10.6 ▾



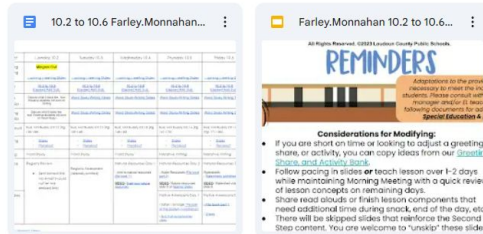
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Files



Subject	Monday 10.2	Tuesday 10.3	Wednesday 10.4	Thursday 10.5	Friday 10.6
Morning Meeting	Megan Out Morning Meeting Slides	Morning Meeting Slides	Morning Meeting Slides	Morning Meeting Slides	Morning Meeting Slides
Math	10.2 to 10.6 Elapsed Add Sub.	10.2 to 10.6 Elapsed Add Sub.	10.2 to 10.6 Elapsed Add Sub.	10.2 to 10.6 Elapsed Add Sub.	10.2 to 10.6 Elapsed Add Sub.
Math PowerUp	Discuss what it looks like. Non Powerup students will work on Writing	Word Study Writing Slides	Word Study Writing Slides	Word Study Writing Slides	Word Study Writing Slides
Reading PowerUp	Discuss what it looks like. Non Powerup students will work on Word Study	Word Study Writing Slides	Word Study Writing Slides	Word Study Writing Slides	Word Study Writing Slides
Read Aloud	Bud, Not Buddy Ch.12 (Pg. 130-138)	Bud, Not Buddy Ch.12 (Pg. 139-148)	Bud, Not Buddy Ch.13 (Pg. 148-160)	Bud, Not Buddy Ch.14 (Pg. 161-170)	Bud, Not Buddy Ch.14/15 (Pg. 171-183)
Reading	- Slides - Handout	- Slides - Handout	- Slides - Handout	- Slides - Handout	- Slides - Handout
Writing	Word Study	Word Study	Word Study	Narrative Writing	Narrative Writing
Science	Regions Review <ul style="list-style-type: none"> Sent kahoot link via email (would not let me embed link) 	Regions Assessment (already printed)	Natural Resources Day 1 - Intro to natural resources (flip book 1) VIDEO- Brain pop natural resources	Natural Resources Day 2 - Water Resources (Flip book part 2) VIDEO- Natural resources slide 5 on teacher slides	Natural Resources Day 3 - Watersheds - Watersheds worksheet VIDEO- Watershed video slide 9
VA Studies				Native Americans Day 1 - Safari Montage " People of the Eastern Woodlands " - Quiz that accompanies video	Native Americans Day 2 - Flip book part 1 - Slides



Scaffolded Instruction



We meet the academic needs of ALL students by following this instructional cycle:

1. Breakdown grade level standards for the Unit into Knowledge & Skills
2. Create list of sequential skills students will need to access the grade level standard
3. Administer Unit Pre-Assessment (not modified, but accommodations used)
4. Create flexible groups based on where students performed on Pre-Assessment
5. Implement Classroom lesson Structure
 - Whole group Mini Lesson On Grade Level Standard (10 mins)
 - Small Group Rotations To Address Individual Skill Levels (3x 15 minute rotations)
 - Math Power Up Intervention group for Number Sense Skills, Spiraled Review, and/or IEP Goal Work (15 Mins)
6. Complete Unit Assessment
 - Unit Assessments are modified & accommodated per student IEPs.
 - Modifications may include reduced # of questions, reduced answer choices, and simplified language.
 - Review Results, use to plan spiraled review lessons for Power Up Time if needed

How Effective Co-Teaching Positively Impacts Our Students



Benefits of Co-Teaching



- Student participation - More active learning time
- Student Engagement
- Time on task- Less wait time
- Instructional options for all students
- Data collection and assessment
- Flexibility in grouping
- Individualization- With multiple views of student
- System of support
- Collaboration skills
- Academic gains
- Students benefit from different teaching styles and strategies
- Students can imitate cooperation of adults
- Decreased referrals

See It In Action



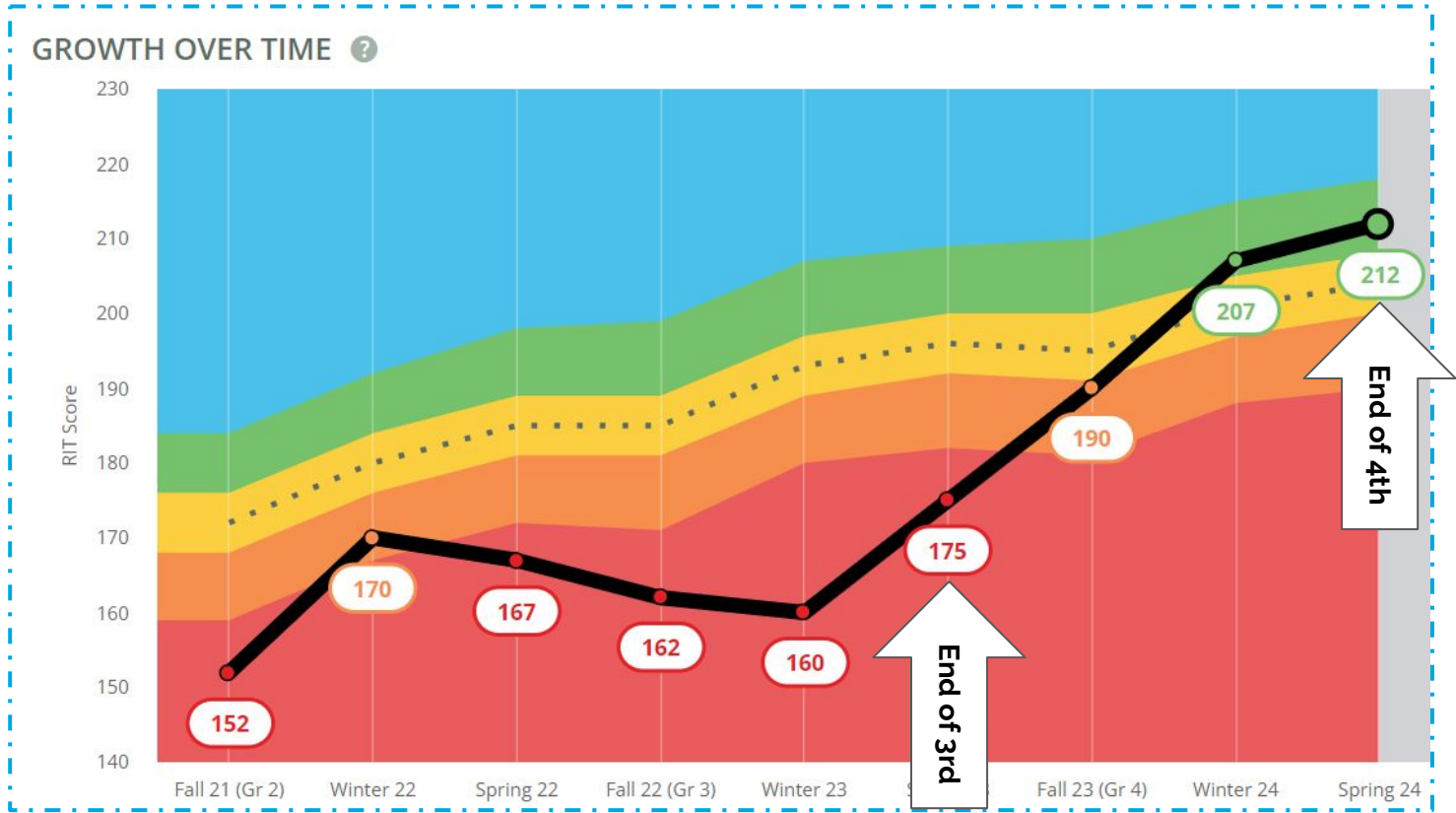
Our Data Says



4TH GRADE MAP ASSESSMENT FALL 2022 - SPRING 2023			
Content Area	Fall 2022 Median Score	Spring 2023 Median Score	Average Growth % ile *
Reading	198	210	60
Math	201	214	84

* Expected Growth % ile is 40 which represents 1 year of growth

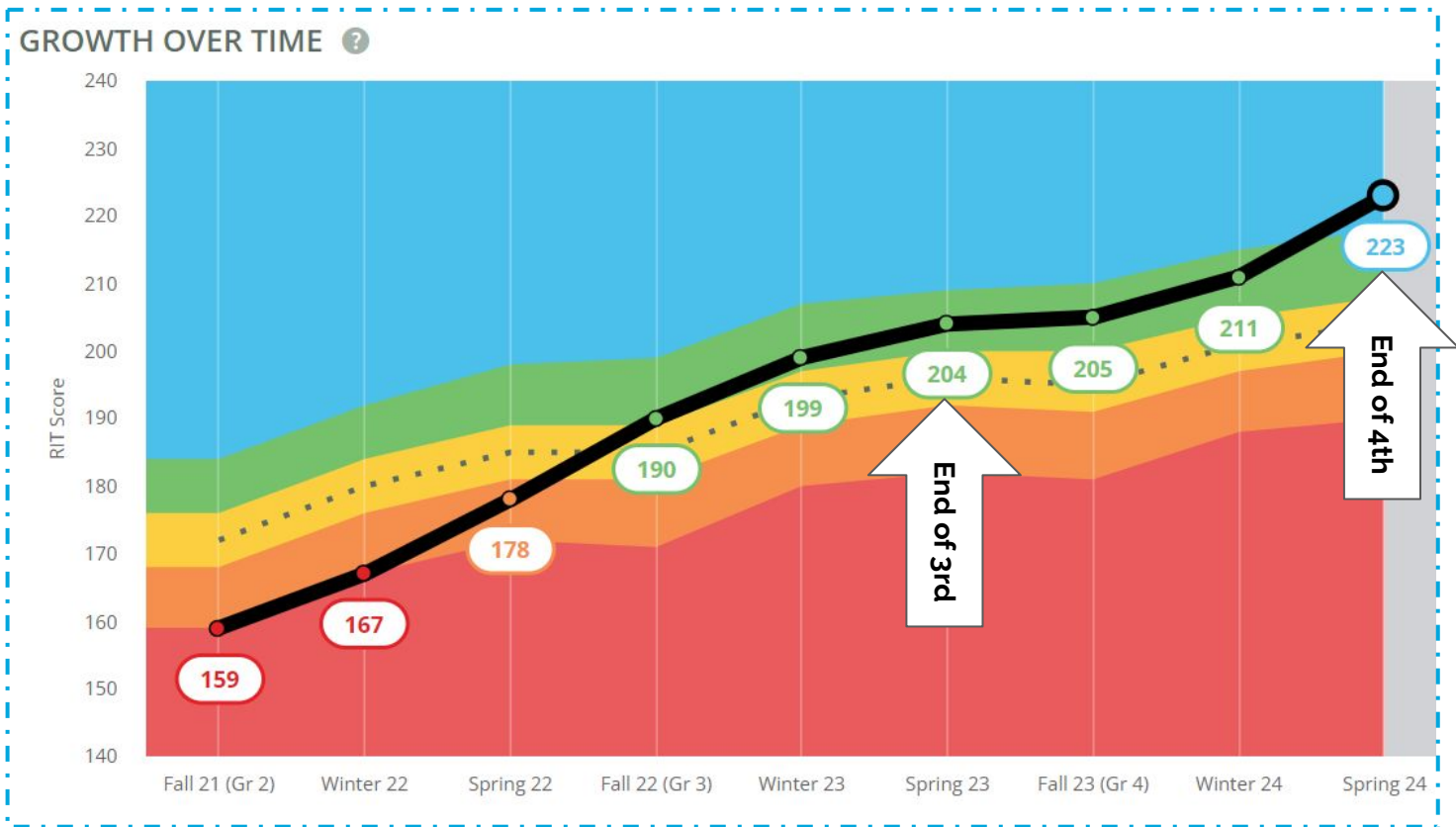
Student # 1 Growth Track (Receives Special Education Services)







Student Services



Student # 2 Growth Track (Does not receive Special Education Services)



Student # 3 Performance Track (In the Fusion-Gifted Program)

Reading	Math
<div><div><div>GROWTH & ACHIEVEMENT MEASURES</div><div><div><div>Norms Percentile</div><div><div>GROWTH Above Mean</div><div>70TH</div><div></div></div><div><div>ACHIEVEMENT Above Mean</div><div>94TH</div><div></div></div></div><div><div>Quadrant Chart</div><div><div>High Growth</div><div>High Achievement</div></div></div></div></div></div>	<div><div><div>GROWTH & ACHIEVEMENT MEASURES</div><div><div><div>Norms Percentile</div><div><div>GROWTH Above Mean</div><div>99TH</div><div></div></div><div><div>ACHIEVEMENT Above Mean</div><div>99TH</div><div></div></div></div><div><div>Quadrant Chart</div><div><div>High Growth</div><div>High Achievement</div></div></div></div></div></div>



Student Behavior Incidents

Including elopement and physical or verbal aggression



Our Students Say...



Our Parents Say

"My child has shown more progress this year than in any previous year."

"I never thought I would see an IEP goal that was this close to grade level for my child."

"My son now feels loved and supported and will speak positively about school"

"I wish that this class could follow my son all the way through middle school."



*Together, ordinary people
can achieve extraordinary
things.*

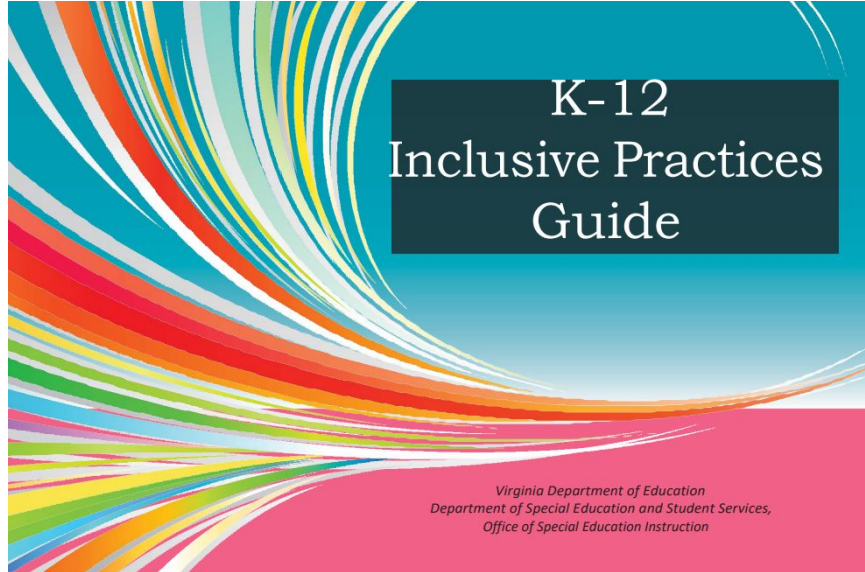
~Becca Schoettle



Inclusion Highlights: Across LCPS



VDOE Inclusive Practices Plan



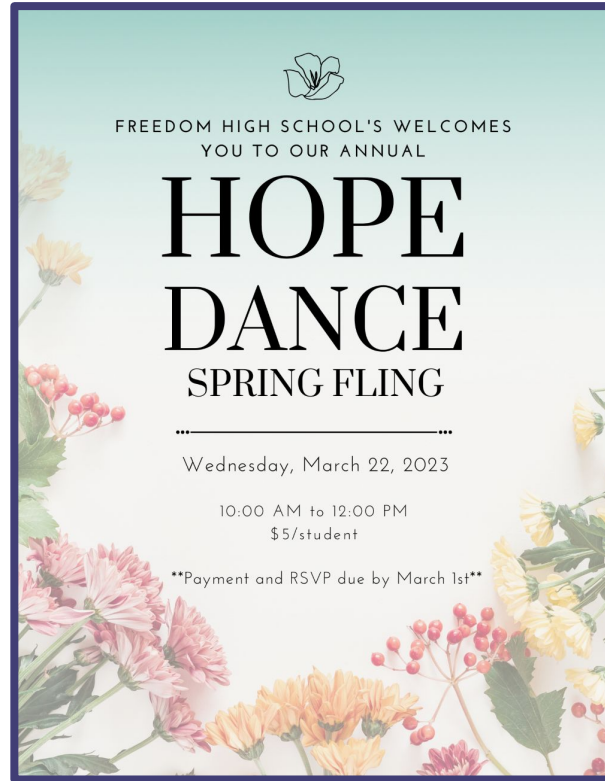
School-Based Opportunities: Unified Sports



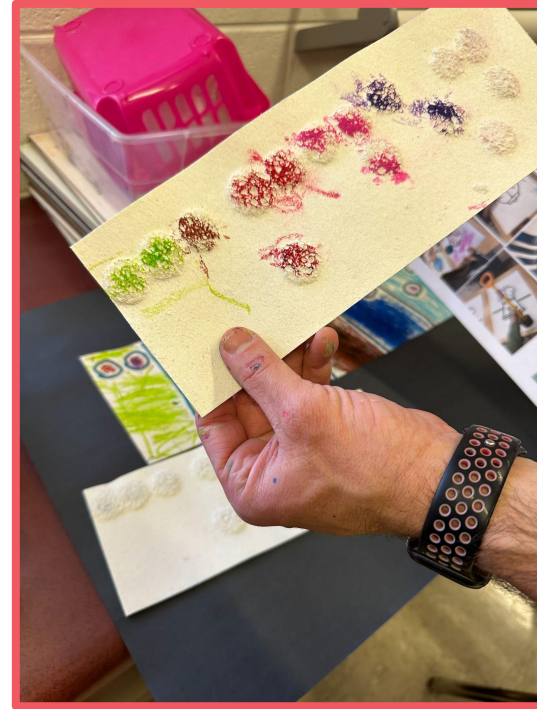
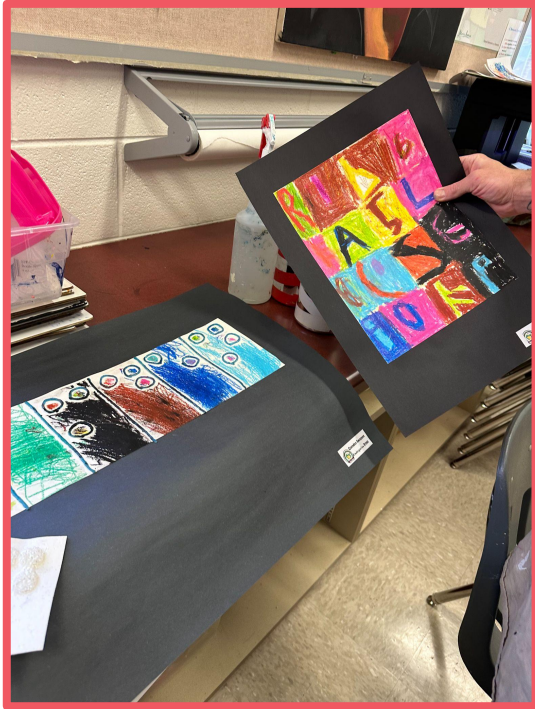
School-Based Opportunities: Special Olympics Feet Meet



School-Based Opportunities: Dances & Proms



School-Based Opportunities: Inclusive Art Programs



School-Based Opportunities: Inclusive Communication



[Click here](#) for more information about the Lovettsville Elementary School Unity Squad Communication Partners



Student Services



Community Opportunities: Vocational & Volunteer



How can People Engage with Inclusion Initiatives at LCPS?



Meaningful Inclusion Subcommittee

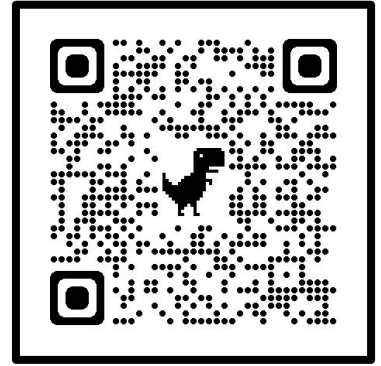
- Created to celebrate successes and move inclusive practices forward.
- Is this your passion point?
 - Contact: SEAC Chair, Mrs. Liz Crotty to find out more about the Meaningful Inclusion Subcommittee!





Want More Information?

- [Click here](#) or scan the QR code to subscribe to the LCPS Inclusive Design blog
- Brief weekly posts sharing resources to design a more inclusive future. Resources are organized into categories such as reading, writing, AAC, and more!



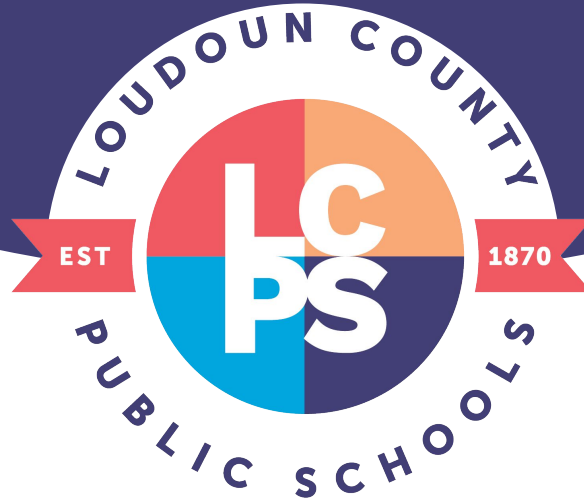
Inclusive Design

ACCESSIBILITY AND USABILITY STRATEGIES FOR USING TECHNOLOGY TO DESIGN EDUCATIONAL EXPERIENCES FOR EVERYONE





Thank you to Parent Resource Services for their continued support of families in Loudoun!



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