

PARTNERSHIP SUCCESS STORIES: SUPPORTING INDUCTION

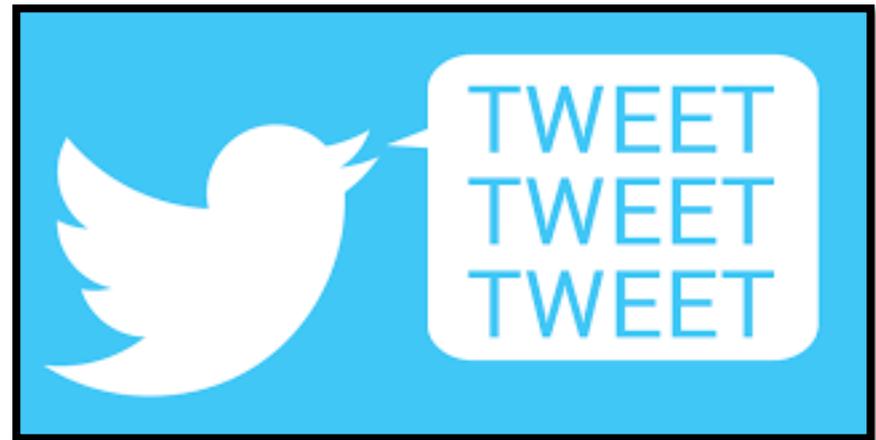
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<https://www.gapsc.com/Commission/Media/DocsPresentations.aspx>

#GaPSCDriveIn19



GEORGIA'S P-20 Collaboratives

212 P-12s

16 RESAs

70 EPPs

3 SEAs

1.7 Million Students



CSRA Induction Collaborative

Augusta University

Burke County School System

Columbia County School System

Jefferson County School System

Lincoln County School System

McDuffie County School System

Richmond County School System

Wilkes County School System

Paine College

Brenau University

Regional Educational Service Agency (RESA)

Georgia Department of Education

Georgia Learning Resources System

Georgia Professional Standards Commission



*When districts, schools and [partners] organize to **accelerate new teacher development**, they break the cycle of inequity and provide children who are most in need of a quality education with teachers capable of helping them.*

Ellen Moir, New Teacher Center 2009

East P-20 Equity Lab Data

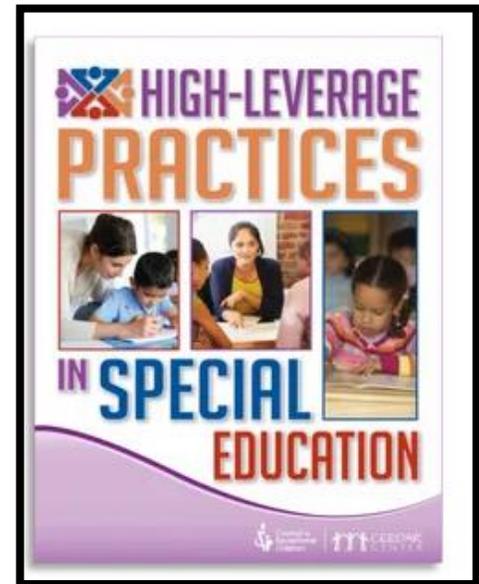
SYSTEM NAME	P-20 Collaborative	RESA	FTE FY18 Total Student Count	FY18 Total Teachers Count	2018 Out of Field Areas											
					% Special Educ	% ESOL	% Gifted	% ELA	% World Language	% Fine Arts	% Math	% Science	% Social Studies	% PE/Health	% Pre-K	% CTAE/JROTC
Burke	East	CSRA	4,206	301	23.9%	*	3.2%	10.0%	13.3%	19.6%	9.7%	10.6%	7.6%	15.1%	6.9%	29.4%
Columbia	East	CSRA	27,117	1667	35.9%	27.9%	20.7%	20.6%	9.8%	4.1%	20.7%	18.1%	20.3%	6.4%	13.6%	9.4%
Emanuel	East	CSRA	4,332	292	27.6%	69.2%	19.0%	19.5%	41.7%	34.9%	24.1%	26.8%	23.6%	17.9%	16.7%	32.3%
Glascock	East	CSRA	539	43	0.0%	*	9.1%	9.1%	0.0%	0.0%	6.3%	10.0%	4.8%	0.0%	0.0%	2.9%
Jefferson	East	CSRA	2,635	198	62.0%	20.0%	85.7%	15.0%	60.0%	14.3%	21.7%	17.9%	5.6%	4.9%	47.1%	15.3%
Lincoln	East	CSRA	1,137	85	58.8%	*	0.0%	7.9%	0.0%	0.0%	20.0%	18.4%	13.9%	6.1%	33.3%	5.9%
McDuffie	East	CSRA	3,974	270	25.9%	0.0%	18.6%	11.9%	14.3%	1.1%	16.0%	24.8%	15.4%	0.0%	0.0%	12.0%
Richmond	East	CSRA	30,850	1967	38.8%	12.6%	18.7%	22.9%	18.4%	12.0%	17.1%	18.9%	19.0%	22.1%	41.4%	17.9%
Taliaferro	East	CSRA	173	26	*	*	*	10.5%	0.0%	0.0%	76.9%	25.0%	50.0%	0.0%	0.0%	45.5%
Warren	East	CSRA	607	54	45.8%	*	0.0%	18.0%	0.0%	47.6%	12.5%	20.8%	12.5%	5.0%	60.0%	17.6%
Wilkes	East	CSRA	1,560	117	40.5%	*	24.4%	13.7%	0.0%	6.9%	20.0%	24.3%	20.6%	0.0%	30.0%	11.7%
P-20 East Averages / Totals			77,130	5020	43.2%	25.9	12.2%	14.5%	14.3%	14.4%	22.3%	22.3%	17.6%	7.0%	22.6%	18.2%
P-20 East / Total # of Shortages					127	0		122	2	52	128	105	86	60		108
P-20 East / Total # Produced					22	0		11	2	9	17	22	15	5	0	1
* Null														**Elem. Shortage		183
														**Elem. Production		61

DeKalb Schools among metro districts scrambling to fill special ed positions (AJC Article, July 15, 2019)

- DeKalb County had 40 applicants for 170 special education teaching vacancies
- Marlon Walker wrote:
 - Special education teachers are responsible for some of the most vulnerable of learners and must meet certain federal and state requirements. The job often requires much more paperwork to show students are taught according to Individualized Education Programs (IEPs) built to teach students at their respective paces. But burnout happens more often, leading to higher-than-average turnover and teachers shifting to other areas of instruction, or leaving the field altogether.

High Leverage Practices

- In partnership with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), the Council for Exceptional Children has developed and published a set of High Leverage Practices (HLPs) for special educators and teacher candidates. The HLPs are organized around four aspects of practice:
- Collaboration
- Assessment
- Social/emotional/behavioral
- Instruction
- Read more about the [HLPs](#).



CEEDAR's Mission

- To create *aligned* professional learning systems that provide teachers and leaders effective *opportunities to learn* how to improve and support core and specialized instruction in inclusive settings that enable students with disabilities to achieve college and career readiness standards

Induction Professional Learning Series

- 7 series professional learning highlighting Georgia's Tiered System of Supports and High-Leverage Practices (HLPs).
- This series will provide opportunities for induction phase teachers to learn and practice strategies for implementing HLPs within Georgia's Tiered System of Supports.
- Content is aligned with Georgia's Teacher Assessment on Performance Standards (TAPS).
- Materials are all free and can be personalized to meet district needs.

Induction Professional Learning Series

- This series highlights seven of the most crucial HLPs that every K-12 special education teacher should master and be able to demonstrate:
 - PL1 – Introduction to HLPs through a Multi-Tiered System of Supports
 - PL 2 – Establish a consistent, organized, and respectful learning environment; Teach social behaviors (HLPs 7 & 9)
 - PL 3 – Explicit Instruction: The Key to Student Learning (HLP 16)
 - PL 4 – The Gift of Feedback and Guidance to Support Student Learning (HLPs 8 & 22)
 - PL 5 – Using Data to understand Students' Needs and to Inform Practice (HLPs 1 & 4)
 - PL 6 – Reimagining Classroom Experiences to Maximize Student Engagement (HLPs 18 & 4)
 - PL 7 – Culmination

Induction Professional Learning Series

- **Each Professional Learning includes:**
 - PowerPoint with embedded activities
 - Follow up (emailed after the PD session)
 - Principal update
 - Short summary of the PL session content and suggestions for simple follow up.
 - Mentor update
 - Short summary of the PL session content and suggestions for follow up and engagement activities with the mentee.
 - Supporting resources

MENTOR UPDATE

Helping Your Mentee Link PL to Practice

Your mentee recently attended professional learning

Topic: Overview of High Leverage Practices (HLPs) and Multi-Tiered System of Supports (MTSS)

At this PL session, mentees learned:

- MTSS - Georgia's Tiered System of Supports for Students
 - A **framework** that integrates assessment and intervention within a schoolwide, multi-level prevention system to maximize student outcomes for all learners.
- HLPs
 - are identified as **specific teacher practices** that are likely to result in **improved student outcomes**.

Presentation and Resources available at:
<http://cedar.education.ufl.edu/teacher-and-leader-preparation/>

PD

Suggestions for Follow-Up With Your Mentee

Conversation Starters:

- (1) Ask your mentee to explain the value they see in implementing MTSS for academic and behavioral concerns.
- (2) Go over the list of HLPs. Have the mentee put pluses next to the items they feel strong implementing and dots next to areas that may need strengthening. Discuss.

Activity

Together, draft your mentee's Professional Growth Plan for the end of the school year. Make sure to address the HLPs that you discussed in #2.

Follow
Up

PRINCIPAL UPDATE

Helping Your Induction Phase Teachers Link PL to Practice

Your induction phase teacher (IPT) recently attended professional learning

Topic: Overview of High Leverage Practices (HLPs) and Multi-Tiered System of Supports (MTSS)

At this PL session, IPTs learned:

- MTSS - Georgia's Tiered System of Supports for Students
 - A **framework** that integrates assessment and intervention within a **schoolwide**, multi-level prevention system to maximize student outcomes for all learners.
- HLPs
 - are identified as **specific teacher practices** that are likely to result in **improved student outcomes**.

Presentation and Resources available at:
<http://cedar.education.ufl.edu/teacher-and-leader-preparation/>

PD

Suggestions for Follow-Up with Your IPT

- (1) Stop by your IPT's classroom and touch base about MTSS supports and processes at your school. Provide any updates that are available. Ask **if** there are any concerns that you could address.
- (2) Drop-in for a quick observation. Highlight any HLPs you see being implemented in the classroom with a positive comment. See attached list of HLPs for reference.
- (3) Schedule an informal observation with the teacher. Take the attached list of HLPs and document any that you observe. Additionally, document those that you do not observe or any that you want the teacher to strengthen. **Discuss** your observation notes with the teacher.

Follow
Up

Georgia Learning Resources System (GLRS)

The **Georgia Learning Resources System (GLRS)** is a **network** of 18 regional programs that **provide** training and **resources** to school district personnel, parents of students with disabilities, and other interested individuals to **support** the achievement, graduation rate, and post-secondary **success** of students with disabilities.



Georgia's System of Continuous Improvement and Alignment with State Priorities



Division Priorities

- Eligibility Determination Process
- Parent Procedural Safeguards
- IEP Development and Implementation
- Written Policies, Practices and Procedures

Identified Barriers



- Access to Effective Instruction for ALL Students
- Access to Positive School Climate
- Access to Specially Designed Instruction

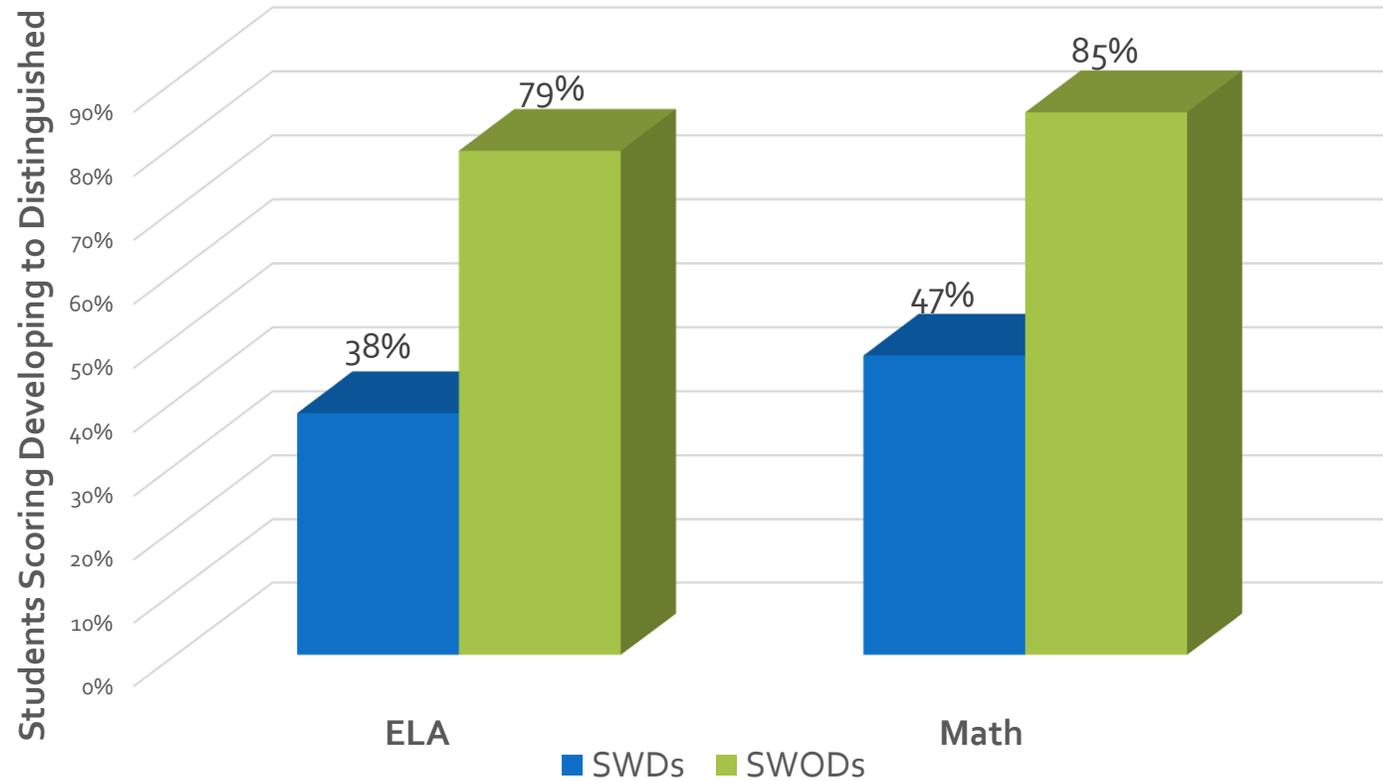
In Georgia...

During the
2017-18 school year,
64.13% of students with
disabilities were served in
the general education
classroom for **80% or more**
of their school day.



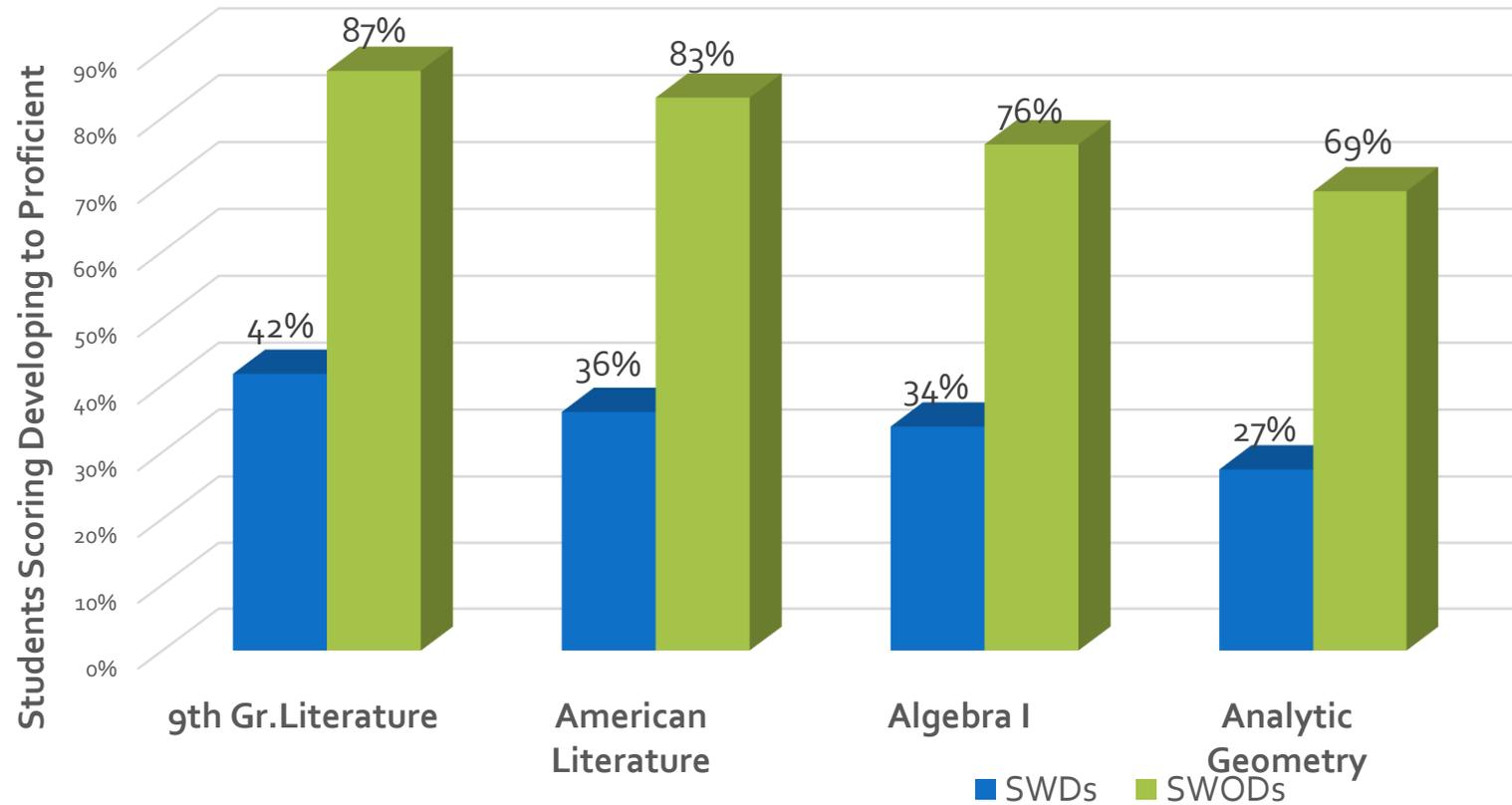
Achievement Data

2017-2018 End of Grade Test



Achievement Data

2017-2018 End of Course Test



Professional Learning and Technical Assistance – GLRS Scope of Work

- State Priorities
 - General Supervision Procedures
 - Consolidate Local Education Improvement Plan (CLIP)
 - Student Success – Imagine the Possibilities (SSIP)
 - G-NETS
 - Assistive Technology
 - Transition
 - Evidence Based Practices (HLPs)
 - Tiered Academic Universal Supports (Literacy and Numeracy)
 - Universal Supports (Collaboration with GVRA, DBHDD, G-NETS, etc.)

Professional Learning and Technical Assistance – GLRS Scope of Work

- Regional Priorities
 - Support for special education teachers
 - High Leverage Practices
 - Communication/Collaborating with general education teachers
 - Legalities of special education
 - Writing compliant and appropriate IEP's
 - Transition
 - Co-Teaching
 - Disability specific strategies
 - Autism
 - Emotional-Behavior Disorders
 - Intellectual Disabilities

Professional Learning and Technical Assistance – GLRS Scope of Work

- Regional Priorities
 - Based on regional data and needs assessment completed by special education directors
 - Co-Teacher training and support
 - Writing IEP's
 - Reading
 - Teacher Collaborative (EBD/AU, Low Incidence, New Special Education Teachers)
 - Specially Designed Instruction

GLRS in your region
can help with the
training, coaching and
capacity building for
special education
teachers!



Georgia Learning Resources System



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