IN-CLASS SUPPORT & RESOURCE SERVICES HANDBOOK

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INTRODUCTION

The Individuals with Disabilities Education Act (IDEA) is the law that provisions service and support to children with disabilities. IDEA governs how states and public agencies provide early intervention, special education, and related services to children. It ensures that children with disabilities receive a "free appropriate public education" (FAPE). This means that schools provide eligible students with specialized supports/instruction to address their academic needs in the least restrictive environment.

The Individuals with Disabilities Education Act (IDEA) provides states with the regulations, guidelines, and requirements to support them to design and implement programs in special education. The overall goal is to improve student achievement by providing increased access to the educational environment and the right to be educated with non-disabled peers (In-Class Support approach) to the maximum extent appropriate.

The overall goal of implementing inclusive practices is to improve outcomes for students with disabilities through the implementation of appropriate academic and behavioral supports. Students with special needs are in age appropriate general education classes with the provision of specialized instruction and appropriate supports and accommodations as required by their Individualized Education Plans.

For inclusive practices to be effective, **BOTH general education and special education staff must work together to create powerful learning environment for ALL students.**

Determining
Student Support Needs

Determining Student Support Needs

The instructional support needs of a student will guide the scheduling process for both students and teachers.

Use the following steps to identify the support needs of individual students:

Review the following student information to determine what support students will need to be successful in the general education setting.

1. Student Support Needs Worksheet to obtain information from general education teachers.
2. Assessment data (Full Individual Evaluation, State and District Assessments)
3. Report card
4. Multidisciplinary evaluations and IEP information

After reviewing your data, determine the level of support needed as described below:

Students needing **Mainstream** support are students who:

- are able to function successfully in general education classroom with minimal support and accommodations
- may need some accommodations in specific subjects (or at specific times, but accommodations can be provided by the general education teacher. The special education teacher may need to consult with the general education teacher regarding accommodation for specific lessons

- are included in general education all day
- will be successful in general education settings without the need of an In-Class Support/Co-teacher

Students needing **In-Class Support** support are students who . . ..

- need accommodations in general education for the **greater part of class periods**
- need support from a para-professional or an In-Class Support/Co-teacher in order to function successfully in the general education classroom
- with appropriate supports in place, can be successful in general education; without supports they may experience, inconsistent progress/success.

Students needing **Resource** support are students who . . ..

- need specialized/modified instruction provided by a special education teacher in a special education classroom for specific subjects
- need maximum support and accommodations to be successful in general education curriculum
- need significant accommodations and modifications to be successful in the general education curriculum in one or more content areas

- need the support of a special education teacher co-teaching/In-Class Support/resource with the general education teacher for specific subjects

Please Note:

Student support levels may change as needed from semester to semester. Students must be monitored on a six-week basis to ensure academic success. **Students lack of progress must be addressed and documented formally if students have failed two consecutive six weeks**.

Critical Elements

In-Class Support (In – Class Support)
Critical Elements

School:	Teacher:	Date:
ORGANIZATION OF TIME		
☐ YES ☐ NO	Maintain daily/weekly In-Class Support schedules	
☐ YES ☐ NO	Maintain daily/weekly Para-professional schedules	
☐ YES ☐ NO	Maintain instructional support needs for students	
COLLABORATION WITH REGULAR EDUCATION		
☐ YES ☐ NO	Maintain logs for planning, delivering, and assessing instruction with general education teachers	
☐ YES ☐ NO	Identify and design accommodations and/or modification for all students.	
☐ YES ☐ NO	Monitor behavior and intervene with appropriate interventions as needed. (for ex, Behavior Accommodations or need for FBA)	
☐ YES ☐ NO	Be familiar with various assessment procedures and formats so that an accurate picture of students' progress is available.	
☐ YES ☐ NO	Be familiar with goals and objectives and/or Behavior Intervention Plan and monitor student progress.	
☐ YES ☐ NO	Involvement in curricular meetings related to students' instructional programs.	
☐ YES ☐ NO	Share information and discuss all issues related to the instructional programs for students in an inclusive setting with appropriate personnel. (example, case manager, counselor, etc.)	
DOCUMENTATION OF STUDENT PROGRESS		
☐ YES ☐ NO	Maintain special education documentation; up-date IEP regularly and /or provide updates to case manager.	

☐ YES	☐ NO	Document and organize student, parent and/or teacher conference forms.
☐ YES	☐ NO	Maintain contact log of parent communication.
☐ YES	☐ NO	Provide and implement accommodations as per IEP and required for student progress.
☐ YES	☐ NO	Provide instruction in study skills/organizational skills, such as advanced organizers, mnemonic devices, visual cues, etc. as needed.
☐ YES	☐ NO	Send home Progress Report of IEP goals and objectives.
☐ YES	☐ NO	Maintain data collection on student progress.(case managers)
☐ YES	☐ NO	Submit assurance logs to Special Services Supervisor at the end of each six weeks.
Classroom / Behavior Management		
☐ YES	☐ NO	Implement rules and consequences and provide reinforcers.
☐ YES	☐ NO	Ensure behavior management strategies are developmentally age appropriate.
☐ YES	☐ NO	Contact your Behavioral Specialist for support, as needed.
Lesson Plans		
☐ YES	☐ NO	Collaborate with general education teacher to develop and implement daily lessons.
☐ YES	☐ NO	Incorporate IEP goals and objectives into lessons.

RESOURCE CLASSROOM- CRITICAL ELEMENTS

Name of Teacher: _____ School: _____

Date: _____

1. SCHEDULING OF STUDENT /TIME
- Students are scheduled into resource classes as per I.E.P.   _____
- Schedule is developed and posted that reflects what is   _____
  taught at each time period and how the time is organized

2. EVIDENCE OF A BEHAVIOR/CLASSROOM MANAGEMENT SYSTEM
- Classroom rules are posted   _____
- Continuum of reinforcers and consequences are posted   _____
- Teacher can articulate how she/he teaches rules and   _____
  procedures and reinforces appropriate behavior

3. LESSON PLANS SHOW CORRELATION BETWEEN STUDENT I.E.P. AND DAILY INSTRUCTION
- Daily lesson plans exist   _____
- Lesson Plans reflect grade level TEKS with accommodations
  and/or modifications.   _____
- Teacher can link each student's IEP objectives to daily   _____
  lesson plans

4. DOCUMENTATION OF STUDENT PROGRESS
- Maintain documentation on all students including regular
  updating of progress towards I.E.P. goals/objectives and
  progress reports   _____
- Maintain documentation of student/parent conferences   _____
  and/or conferences with regular education teachers
- Complete Student Tracking Form each grading period   _____
- Maintain contact log of parent communication.   _____
- Maintain grade book and work samples which demonstrate   _____
  student progress on I.E.P. goals/objectives

5. INSTRUCTIONAL MANAGEMENT
- Use of district special education reading program and/or   _____
  specialized resources
- Evidence of individualization of curriculum to meet needs   _____

of students
- Provide challenges and opportunity for success   _____

6.   STAFF DEVELOPMENT
- Local on Contract   _____
- Off Contract   _____
- Attend all district and / or department professional development   _____
- Other _____
         _____

CONTENT MASTERY – CRITICAL ELEMENTS

Name of Teacher: _____   School: _____

Date: _____

1. **PHYSICAL ENVIRONMENT**
   - Organize a central location for CMC   _____
   - Display CMC rules and consequences   _____
   - Display hours of CMC operation   _____

2. **STAFFING**
   - Use a contingency plan for handling student overflow   _____
   - Create a positive and pleasant learning climate   _____
   - Establish a climate of courtesy and respect   _____
   - Assist students effectively to promote academic success   _____

3. **EVIDENCE OF A BEHAVIOR/CLASSROOM MANAGEMENT SYSTEM**
   - Classroom rules are posted   _____
   - Continuum of reinforcers and consequences are posted   _____
   - Teacher can articulate how she/he teaches rules and procedures   _____
     and reinforces appropriate behavior

4. **EQUIPMENT AND MATERIALS**
   - Provide dictionaries, thesauruses, calculators, math manipulatives,
     textbooks, TEs, alternative materials, computer/printer, access to
     online resources, etc.   _____
   - Organize above material in a functional and easily accessible style   _____
     (grade level, subject, color coded)

5. **ADAPTED MATERIALS**
   - Show evidence of:
     Supplementary materials   _____
     Multi-sensory materials   _____
     Learning center activities   _____
     Advance organizers   _____
     Modified tests   _____
   - Organize above materials in a functional and easily accessible manner _____

6. **MEETINGS**
   - Organize and conduct initial faculty meeting for CMC orientation   _____
   - Conduct teacher conferences   _____
   - Conduct on-going student conferences   _____

- Schedule and conduct parent conferences as needed _____

7.   COLLABORATION AND CO-PLANNING TIME
- Provide information, alternative materials, examples of modifications, _____
   etc., to regular educators
- Serve as a resource to the general education teacher regarding effective _____
   instructional, behavioral, and environmental strategies
- Conduct staff development as requested by administration _____
- Provide input to counselors and administrators regarding matching _____
   student learning style to teacher's teaching style
- Provide adequate time for communication with special and regular _____
   education teachers
- Secure and organize regular education teacher lesson plans _____
- Provide supervision of paraprofessional _____

8.   **DOCUMENTATION**

- Document and organize teacher, student and/or parent conference
   forms
   _____

- Document and organize student conference forms
   _____

- Maintain and organize student sign-in sheets
   _____

- Monitor student academic and behavior performance
   _____
   (progress reports, conferences, reviewing work samples,
   observations, etc.)
- Completes telephone log for phone conversations
   _____
- Have a uniform CMC pass in place
   _____
- Send home the IEP progress report at the end of each grading
   _____
   period for folder students

IN-CLASS SUPPORT (Inclusion)
and RESOURCE MODELS

In an **In-Class Support (In-Class Support Model),** a special education teacher provides direction and feedback to general education teacher(s) regarding students with special needs in general education settings.

- The special education teacher provides on-going support to the general education teacher(s) to ensure instructional support needs are provided to special education students in the general education classroom setting.
- The special education teacher adapts lessons and identifies accommodations and instructional strategies appropriate to the specific students.
- Special education teachers will track student progress and collaborate with folder/ARD teachers.

Essential Duties and Shared Responsibilities in the General Education Classroom

- Provide direct support to students in a classroom by delivering instruction and ensuring learning through a variety of co-teaching models and strategies.
- Ensure appropriate accommodations to the curriculum, lessons and learning environment.
- Design engaging classroom activities and differentiated lessons so that all students may access the curriculum and benefit from the educational experience.
- Formally and informally assess the student learning (rather than relying solely on standardized curriculum) to create a comprehensive learning program.
- Set high expectations that are suitable for the students. Assessments may be differentiated based on each individual student plan. This may require developing alternative assessments.

• The Special Education and General Education teacher will work collaboratively as an instructional support team, to plan, share student work and ensure that instruction is aligned with identified curriculum and standards.

• Monitor all students and make sure students stay on task as the teacher gives direct instruction and assists students in completing independent assignments.

Paraprofessional In-Class Support Model

The Paraprofessional support model consists of Para-professionals supporting students in general education settings under the direction of a general education teacher. The Paraprofessional provides support to all students in class, students with special needs and general education students.

The Paraprofessional and the special education teacher of record must maintain on-going communication to ensure the supports outlined on students' IEPs are implemented in the general education class.

The Paraprofessional facilitates the successful In-Class Support of student with special needs in general education settings by assisting the general education teachers in implementing appropriate supports and accommodations.

They may engage in a variety of activities that support student acquisition and mastery of important skills and concepts.

Some activities include the following:

- Copying or supplying notes for students
- Cueing/refocusing/redirecting students
- Working with small groups of students on activities for which the teacher already has taught the skills
- Adapting or modifying worksheets, creating or working with manipulatives, etc. (under the direction of the teacher)

- Asking and or answering questions in order to provide clarification for students or sharing a different perspective of a concept
- Provide small group instruction (review tests or assignments)
- Providing individual accommodations, e.g., reading material aloud, transferring answers, etc.
- Repeated review of concepts that have been taught
- Assist with monitoring
- Assist with filling out point sheets when needed

Paraprofessionals are not responsible for large group instruction, planning or delivering initial instruction, interpreting assessment results, making instructional decisions, taking primary or sole responsibility for a group of students over an extended period.

Resource Setting

The **Resource** class setting is for students who require a modified curriculum and need some special instruction in an individualized or small group setting for a specific subject. Students with learning disabilities or other disabilities that interfere with learning in general education classroom setting receive instruction, usually in English Language Arts, Math, or both for part of the day then return to the general education classroom for other instruction. The recommendation is based on an ARD Committee.

In the **Resource** class setting, special education teachers focus on grade level TEKS with appropriate modifications.

Time allotted in the **Resource** class setting is defined by the schedule of services. The **Resource** teachers work closely with the students' general education teachers and the parents to ensure support provided helps the students to reach their full potential. The teachers follow the I.E.P. and take part in the A.R.D. meetings. The teachers work closely with other professionals and Paraprofessionals to support the students.

The student's I.E.P. defines the individual support needs in resource rooms. The student getting this type of support receives time in the resource room and time in the regular classroom with modifications and/or accommodations.

What is the difference between an accommodation and a modification?	
While these terms have very distinct meanings, educators frequently and mistakenly use these terms interchangeably. *Although there are no legal definitions of the terms modifications and accommodations, the following definitions are used in Texas and can be found in the Legal Framework for the Child Centered Special Education Process:*	
"Accommodations are changes to materials or procedures that enable students with disabilities or English learners to participate meaningfully in learning and testing. It is important to keep in mind that while some accommodations may be appropriate for instructional use, they may not be appropriate or allowable on a statewide assessment." An Accommodation does not change the content expectations for the student; it is intended to reduce or eliminate the effect of the student's disability. An accommodation generally adjusts how the student is accessing learning (for example, extended time, assignments in smaller chunks, word lists, audio recordings of print materials) but not what the student is learning.	*"Modifying content material requires structural, cognitive changes in the level or the material. Modifications change "what" is learned and therefore changes the content of the grade-specific curriculum." A modification changes the nature of the task or skill. Generally, a modification is adjusting what the student is learning and infers the possibility that the student cannot reach the curriculum standards set for all learners.*

In order for the **Resource** setting to accelerate and enhance student performance, each student must receive the allotted time specified by their IEP. Different curriculum programs/software may be utilized, as per campus or district implementation.

Teaching basic skills to students through direct instruction and then teaching them strategies to store and retrieve the information will ensure a successful educational experience for all students. Direct Instruction is teacher directed and follows a definite structure with specific steps to guide students toward achieving clearly defined learning outcomes. This approach is crucial for students with disabilities and students who are at risk to retain new skills.

A researched based guide that can be used when planning and delivering instruction in a Resource class setting is included on page 58-61 of this manual.

Classroom Management

Align classroom management plans with district student code of conduct policy and campus discipline plans. To ensure equality, both teachers should jointly introduce and enforce rules, procedures, and expectations for the classroom.

A student with special needs whose behavior adversely affects the overall educational environment of the student or of other students the following should be considered:

Conduct a Functional Behavior Assessment (FBA) first to determine how often and when the problematic behavior occurs, under what circumstances it occurs, and what function or purpose the behavior serves.

Administration, special education teachers and staff working with the student are responsible for implementing and monitoring the Behavior Intervention Plan (BIP) once FBA data collected and analyzed; FBA indicates the need for a BIP as per ARD decision.

Physical Learning Environment

In the general and special education class room, class room arrangement is critical to ensure a smooth and efficient delivery of the instructional content.

Some things to remember about the physical environment are:

- The arrangement of the classroom should accommodate all students. This will eliminate wasted time while students are moving in and out of groups/rotations.
- Clearly delineated areas should be identified in the room.
- Classrooms should have a print rich environment.
- Classroom walls/bulletin board displays should have an instructional focus
- Displays should change to support instructional themes/activities
- Students with disabilities should be integrated into seating arrangements
- Clear classroom routines (e.g., where certain materials are placed, what to do when work is finished early)
- Include word walls relevant to current instructional content.

IEP

Individualized Education Program

Individualized Education Program (IEP)

The Individualized Education Plan must reflect the supports and services a student with disabilities needs in order to achieve specific goals and/or objectives. Write IEP goals to address areas of need based on area of qualification and support needs of students.

When developing IEPs for students being serviced through special education:

- Write a goal to address deficit skills regardless of classroom setting. Both the general and special education teachers need to address these goals. By law a student's IEP needs to include a goal in the area of where the student qualifies/and are being serviced. Best Practice is to add objectives to each goal.
- When deficit skills impact performance across content areas, for example student functioning below grade level, failing grades and/or not passing the state assessment the Annual, Review, Dismissal Committee should consider goals to address those deficit skills.

IEP Goal Sample (Grade Level TEKS):

Add the 4 elements:

Timeframe
Condition
Behavior
Criteria

Timeframe	Condition	Behavior	Criteria
By the end of the school year… *By June XXXXX,* *By 36 weeks,*	given reading selections from assigned core subject areas using graphic organizers, In-Class Support/content mastery support, and preferential seating	Jose will demonstrate comprehension of assigned class work	by answering correctly 7 out of 10 questions/problems related to the reading selection.

Progress Monitoring and Grading

Prior to instruction and assignment of grades, special education and general education teachers should collaborate to determine the accommodations/modifications to implement as determined by a student's IEP.

Accurate assessment data is needed in order to make sound instructional decisions and to provide accurate grades.

Teachers have to make two decisions regarding grading: what to grade, and how to grade.

Suggestions regarding grading of student work ...

- Consider not grading all student work. Follow the BISD Grading Procedures.

- Grade work that will provide a clear picture of the skills a student has mastered, not just the activities completed.

- Establish classroom environments that promote individual performance, not one that focus only on class/student competition.

- Use rubrics that clearly delineate the most important aspects of what is learned.

- Provide multiple means of assessments to meet the diverse learning needs of all students in a class.

Progress reports for a student's IEP…

- As a reminder, at the end of every six weeks, address the student's progress reports.

IN-CLASS SUPPORT/ CO-TEACH MODELS

Six Teaching Models
Co-Teaching
A How to Guide : Guidelines for Co-Teaching in Texas
https://pgc.esc2.net/sites/Pgc/files/u133/CoTeaching%202018%20508.pdf

1. One Teach, One Observe – One of the advantages in co-teaching/In-Class Support it allows detailed observation of students engaged in the learning process. When one teaches and one observes during co-teaching/In-Class Support, the teachers should decide in advance, what type of information gathered during the observation and should agree on a system for gathering the data. The teachers analyze the information together. An observation should be a deliberate part of the lesson, not just teachers' incidental checks of student activity.

WHEN TO USE
- In new co-teaching/In-Class Support/resource situations
- When questions arise about students
- To check student progress
- To compare target students to others in class

SAMPLE APPLICATIONS
- Students initiate conversation in cooperative groups or class discussions.
- Students begin and/or do not begin work promptly.
- A particular student's inattentive behavior less, about the same, or greater than that of other students in class.
- Observations of colleagues can serve as a form of professional growth.

1. One Teaching, One Observing
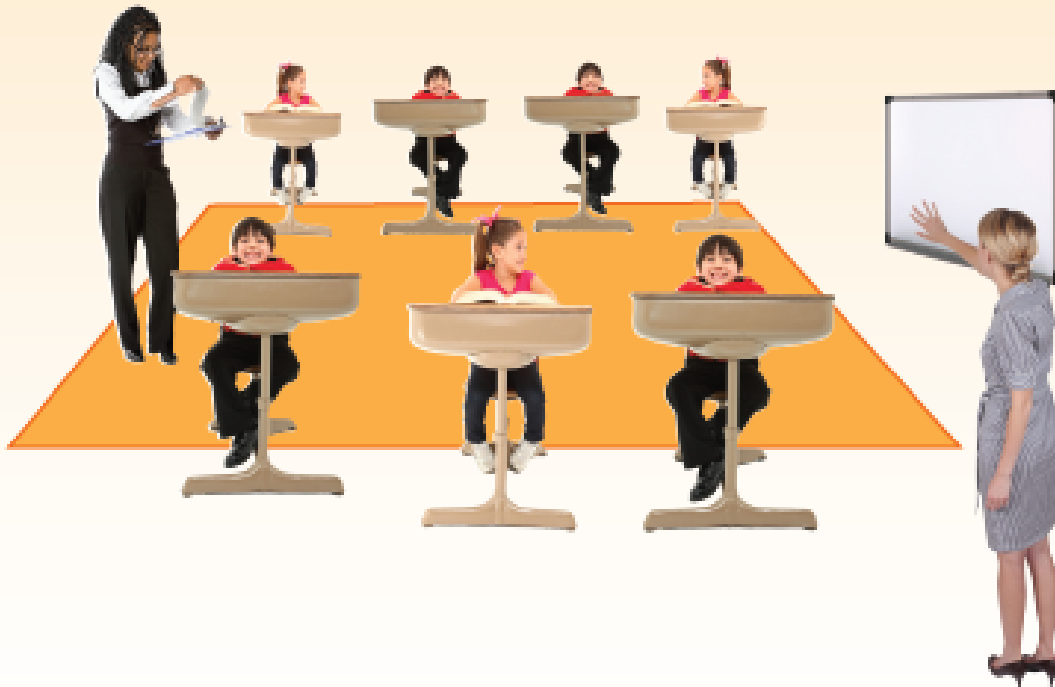
2. Station Teaching – Divide the classroom into two, even three, different sections. Situate one group of students facing horizontally toward the blackboard and the second group vertically facing the right wall. If a third group is present, students will be parallel to their vertically arranged classmates and they turned to face the opposite wall or the front of the classroom.

Divide students with special needs evenly among these groups. If there are two special education students each teacher will teach one special needs student. For three students, put one into the third section, if there are only two groups the extra student goes into one of the other two groups. An equal distribution of students with special needs is recommended.

A main lesson divided into two segments allows each teacher to teach one segment. At the end of the lesson, the groups will rotate and each teacher will give the lesson again but to the new group of students. Provide the third group with an additional lesson segment as independent work, pair work, or group work. This group will rotate around the room from station to station just as the other groups.

Station teaching can be more effective if the teachers rotate stations instead of the students. By doing so, it reduces some transition time and enables students to refocus their attention more quickly and consistently.

In order for this method to be successful, the instruction must undertake
a great deal of preparation and teacher-coordination to ensure that the lessons align and that the students are getting all necessary information.

Break lessons down in such a way that no matter which station comes first the students still have the required and necessary information to complete the tasks required of them and make sense of the lesson. All stations must be paced so teaching ends at the same time. Some advantages of station teaching: each teacher has a clear teaching responsibility, students have the benefit of working in small groups, teachers can cover more materials in a shorter period, and fewer discipline problems occur because students are engaged in active, hands-on learning.

WHEN TO USE

- When content is complex but not hierarchical
- In lessons in which part of planned instruction is reviewed
- When several topics comprise instruction

SAMPLE APPLICATIONS

- During language arts: instruction when one station will address comprehension of a recently read piece of literature, one station will focus on editing of a writing assignment, and one station will consist of an activity related to a skill taught.
- In social studies: to examine the geography, economy, and culture of a region or country
- In math: to teach a new process while reviewing applications of other concepts already presented.

2. Station Teaching

3. Parallel Teaching – requires the classroom arranged in a manner where
the students are split into two groups placed back to back with students from each group facing their instructor. One group faces the general education teacher in the front of the classroom, and other group facing the special education teacher in the rear of the classroom. Divide students with special needs equally between the two groups and their peers, making sure that each group does not contain all the special needs students.

The method implemented by having the two instructors allows for collaboration and coordinating a lesson. Both teachers teaching the same subject matter to smaller groups of students. This method encourages more teacher pupil interaction and attention; it provides students with a better opportunity to participate and ask questions to aid in understanding.

This approach gives each teacher an active – but separate instructional role in the classroom. There are fewer behavioral issues due to the small number of students. Parallel co-teaching/In-Class Support/resource provides the ability to group according to ability and both teachers work with two different groups.

Present any topic with multiple dimensions using this approach and bring groups back together for discussion.
WHEN TO USE
- When a lower student ratio is needed to improve instructional efficiency
- To foster student participation in discussions
- For activities such as drill and practice, re-teaching, and test review

SAMPLE APPLICATIONS
- More students would have a chance to share their alternative ending
to the story if split into two groups
- If each teacher took a group of students and presented
environmental issues – one from the point of view of business
and industry and one from the point of view of environmentalists
the class could later have a spirited discussion on the topic
- Science materials monitored closely when students are grouped in half

3. Parallel Teaching

4. Alternative Teaching – requires a classroom set up that is similar to that of the arrangement for Parallel Teaching. The difference is the second group, those with general education teacher, are fewer in number. The two groups are back to back, one group faces the front and the second faces the rear. Assign each group a teacher; the group facing the front is a larger group with about three times as many students as the rear-facing group. The larger group completes the planned lesson while either the small group completes an alternative lesson or the same lesson taught at a different level or for a different purpose.

Alternative teaching strategies provide two different approaches to teaching the same information. Instruction can be broken down based on three student characteristics of readiness, interest, and learning profile. Student's readiness assessed by determining a student's current knowledge, understanding, and skill as it relates to instruction taught. Interest is apparent by observing what a student enjoys learning about, thinking about, and doing. Learning profile means a student's preferred model of learning as influenced by factors such as learning style, intelligence preference, gender and culture.

Differentiation can occur in content, process, product, affect, or learning environment. Exceptional students have the opportunity to work at a different rate and those who struggle get assistance that is more concentrated.

WHEN TO USE
- In situations where students' mastery of concepts taught or about to be taught varies
- When extremely high levels of mastery are expected for all students
- When some students are working in a parallel curriculum

- This method can be used for such activities as giving extra help, catching students up to their classmates, or going in further depth about a topic in which students may find hard to follow

SAMPLE APPLICATIONS
- The large group completes a practice exercise related to the concepts just taught; the same group receives additional direct instruction

- The large group checks homework; the small group is pre-taught vocabulary related to the day's lesson.

- The large group is working on projects in small groups; while the small group is being assessed
- All students will be assessed across two days

4. Alternative Teaching

5. Teaming- the classroom arrangement is exactly like the One Teacher, One Support method. Both teachers are at the head of the classroom. One instructor leads the class while the other provides support for the main instructor through a number of different demonstrative or illustrative tasks. The students face the blackboard and the special needs students spread out through the classroom to provide for optimal equity and In-Class Support.

In a Teaming, approach both teachers share instructional time equally and should rotate to keep equality between them.

This is the most interpersonally complex co-teaching/In-Class Support/resource approach. Team teaching approach utilizes the individuals' teaching style more than other approaches.

WHEN TO USE
- During a lesson in which instructional conversation is appropriate
- In situations in which the teachers have considerable experience and a high sense of comfort
- When a goal of instruction is to demonstrate some type of interaction among students

SAMPLE APPLICATIONS
- In science, one teacher explains the concepts behind a particular experiment while the other teacher is able to display any necessary items and conduct the experiment for student to view.
- In social studies, the teachers debate U.S. foreign policy issues.
- In language arts or English, the teachers act out a scene from a piece of literature.
- As the steps in a math process taught, one explains while the other does a "Think Aloud" activity.

- One teacher talks while the other demonstrates note taking on the board or an overhead projector.

5. Teaming

6. **One Teaching, One Support** – is a simple and traditional classroom layout. The students sit in rows in front of the blackboard and instructing teacher. The supporting teacher stations herself/himself off to the right or left of the students in order to provide extra help and support as needed. The students follow the instruction of the main teacher; the supporting teacher provides any student needing additional help or instruction.

This is the simplest approach, it requires very little planning or coordination between the two teachers. However, the teacher who assumes the assisting role may not be utilizing their full teaching skills and may feel like a teaching assistant. It is critical for the teachers to share in the roles of teaching and assisting.

Although this approach to co-teaching/In-Class Support/resource has value, it is also often over-used because it makes few demands for change on the part of the teachers.

WHEN TO USE
- When the lesson lends itself to delivery by one teacher
- When one teacher has particular expertise for the lesson
- In new co-teaching/In-Class Support/resource situations to get to know each other
- In lessons stressing a process in which student work needs close monitoring

SAMPLE APPLICATIONS
- The One Teach, One Support method of teaching works well for lessons that teach an overall concept and does not go into details or specifics that can be hard to comprehend.
- A lesson on American history would be acceptable as one teacher can present the information while the other teacher can give

student support, making sure students are following along and understanding the information presented.

- As the instructing teacher is teaching the concept of comma usage, or something similar, the supporting teacher is able to check understanding the students or aid those students who are unable to grasp the topic.

6. One Teaching, One Assisting

Co – Teaching	
Is …	Is Not …
Both teachers: Teach ALL students	General Education teacher teaches while the Special Education teacher serves as an assistant with students of special needs.
Both teachers: Strategically plan lessons together while focusing on accommodations and modification necessary to meet the needs of all learners	General education teacher maintains all teaching, planning, and assessment responsibilities
Both teachers: Accept responsibility for ALL students.	Special educator works with only students of special needs.

Responsibilities of the
ARD
Teacher/Paraprofessionals

Responsibilities of the Resource/In-Class Support Teacher
<u>Yearly Responsibilities</u>

I.   Beginning of the Year

    A. Senate Bill 1196
        1. CPI Non-Violent Crisis Intervention.
        2. Unit Staff must maintain yearly certification
        3. Follow district approved CPI techniques

    B. Review student's IEP

    C. Ensure that the student has appropriate goals and objectives for all instructional and related services and services commence on the first day of school. If necessary, an ARD or ARD Amendment should be held for revisions.

    D. Print copies of the schedule of services for all assigned students.
        1. Compare eSchools schedule with IEP Schedule of Services and address discrepancies that require an ARD or ARD amendment.

    E. The accommodation/modification page, BIP, and the IEP are available through the Teacher Access System (TAC). Ensure all general education teachers and all pertinent personnel know how to access this information prior to the first day of school. (Explain and discuss plan with pertinent personnel) If required by campus administration, hard copies of the accommodation/modification page, BIP and the IEP may be provided to pertinent staff.
        1. Secure teacher signature of the IEP and accommodations (via TAC and/or Hard Copy) using Acknowledgment Receipt Form (included in Handbook).

    F. It is strongly recommended that the ARD teacher make initial contact with parent(s) during the first two weeks of the school year in order to establish a positive relationship with the parent(s).

    G. Within the first week, review and confirm the student's IEP, schedule of services, and deliberations to ensure that all services are in place.
        1. Includes related services, accommodations, adaptive P.E., assistive technology support, training for staff, or any other support or service addressed in the ARD.

        2. Notify the service provider, campus special education administrator, and the cluster supervisor if services have not been provided.

II.   During the Year

A. Monitor each student's progress on a consistent basis.
1. Areas to be checked:
    a. Grades
    b. Behavior
    c. Attendance
2. Monitor student progress once each three-week period.
3. If a student is failing, then monitor one time a week and collaborate with the student's teachers and parents.
4. Assure that Progress Reports for instructional and related services are collected and emailed or sent home every six (6) weeks.
5. Progress must be documented for every goal and objective each grading period.
6. Notify Administration, Supervisor, and Lead Teacher/Department Head if IEP report cards cannot be emailed or sent home due to another teacher or related service personnel's failure to complete their portion of the progress report.

B. The ARD teacher is responsible for checking the ARD schedule.
1. All annual ARDs must be held before the annual due date to comply with state and federal guidelines.
2. The ARD teacher is responsible for inviting related/instructional services personnel at least two weeks before the ARD. Related/Instructional services personnel need enough time to plan for the ARD and prepare the IEP related to their area.
3. The ARD teacher is responsible for ensuring that all individuals involved in the preparation of the IEP have completed their area of the IEP.
4. The ARD teacher is responsible for finalizing all ARD meetings.
5. The ARD documents should be finalized immediately following the ARD and emailed or copies given to the parents.

C. For any student whose behavior interferes with their learning or the learning of others, consider the need for a Behavior Intervention Plan (BIP) or a revision of an existing student BIP.
Steps for establishing a BIP:

1. Obtain parent consent for functional behavior assessment (FBA)

2. Collect pertinent information for the functional behavioral assessment.

3. Present a draft of the FBA/BIP to the ARD Committee for revision/approval.
4. Update FBA/BIP as new behaviors arise.

III.   End of the Year

1. Complete the Teacher Clearance Forms with campus administrator.
2. Complete all end of year clearance procedures as per assigned campus.
3. Make sure that all ARDs and Amendments held during the year are finalized and filed in the eligibility folder.
4. Complete all progress reports for the year.
5. When applicable complete and submit all assurance logs to your cluster supervisor.

ARD Meeting Responsibilities of the Teacher

I.   Prior to an ARD Meeting

A. The ARD teacher is responsible for collecting data to determine the student's strengths and weaknesses to write an appropriate PLAAFP (Present levels of academic achievement and functional performance). Data that may be used includes, but is not limited to: progress reports from previous IEP, report card, state testing reports, information from Samegoal, work samples, test samples, information provided by the General education teacher, discipline referrals, attendance reports and information provided by the parents. If appropriate, administer or update a criterion-referenced test (Brigance) one month prior to the annual ARD. All the data is used to write an appropriate PLAAFP and draft IEP goals and objectives.

B. Contact related services/instructional staff who provide services two (2) weeks prior to scheduled ARD.

C. Draft goals and objectives prior to the ARD meeting.

D. Collect information that is needed to assist the ARD Committee.
- Attendance information
- Discipline referrals
- Copies of report cards
- Most recent progress reports from all general and special education teachers.
- Information results for last state assessment
- Transcript (H.S. Only)

E. Determine if staffing is needed prior to the ARD.

F. Complete **all** pages of the ARD document.

    1. Review and change: - PLAAFP. The PLAAFP must include all areas in which the student receives services i.e. speech, OT, PT, counseling, Bilingual, etc.

    2. The special education teacher must contact the related services personnel at least two weeks before the ARD so they can enter the PLAAFP, goals and objectives (if appropriate), and schedule of services.

    3. "Draft" appropriate goals and objectives for all areas of need.

    4. "Draft" Schedule of Services of the ARD document. It is important to receive input from all teachers working directly with the student (General education, speech, VI, AI teachers, etc.)

    5. Related Services personnel are responsible for entering the frequency and duration of services on the schedule of

services.   Teachers must not change or delete these
services.

6. Determine appropriate State and Local Assessments for
all grade levels.
7. Review the results of the previous state assessments.

G. Best practice is to send home a **"Draft"** copy of the suggested IEP before the ARD meeting.

1. Parents should receive a copy of the proposed IEP which is clearly
marked as **"Draft"**
2. Inform parent that goals and objectives may be added or deleted upon
their recommendation at the ARD meeting. Parent input is highly
encouraged.
3. Meet with the parent(s) if necessary.

II.   ARD Meeting Responsibilities
A. Follow the ARD agenda provided in this manual or other agenda as needed.
B. Present all information collected: competencies, attendance, review
IEP, current progress, discipline, referrals, and recommendations
for appropriate services.
C. Teacher should be prepared for an active role during the meeting.
D. Strive to involve the parent in all decisions.
E. Decisions should be made in the best interest of the student.
F. ARDs should be finalized and a copy of the ARD document emailed or
provided to the parent at the end of the ARD.
G. Inform pertinent staff that a new IEP is found on TAC. If required by
campus administration, provide hard copies of the IEP goals, objectives and
accommodations to all staff working with the student.
H. The special education teacher is responsible for submitting the original ARD
forms to the diagnostician or clerk for filing in the eligibility folder. ARD
documents must be filed in the eligibility folder within 5 days of the
meeting.

III.   Amendment to the ARD
A. Teachers, Speech Pathologists, and Diagnosticians need to review ARD
documents for accuracy before the meeting is finalized.
B. If corrections are needed, the ARD teacher will need to prepare an ARD
amendment, with parent consent, or hold another ARD meeting.

IV.   Graduating Students (High School Only)
A. Summary of Performance (SOP) needs to be drafted prior to and fully
developed at the graduation ARD. This document needs to include
recommendations on how to assist the student with a disability in meeting

their academic achievement and functional performance. This document will include recommendations on how to assist the student with a disability in meeting their postsecondary goals and must consider the views of the student/parent and recommendations from adult service agencies as appropriate.

Paraprofessional Duties and Responsibilities

Classroom Organization and Duties

- Creating and maintaining filing systems for materials and students.
- Preparing displays, schedules, and bulletin boards
- Duplicating materials
- Typing instructional materials
- Creating seating arrangements for various small group activities
- Locating instructional materials

Student Assessment:

- Observing and recording academic behavior and progress
- Checking student work
- Keeping anecdotal records on student performance
- Completing informal observation of student performance
- Administering teacher – made tests
- Becoming familiar with the student's I.E.P.

Direct Instruction:

- Reinforcing subjects which have been taught by the teacher such as reading, math, vocabulary, spelling, P.E., and Adapted P.E.
- Assisting small groups of students
- Working one-to-one with students
- Providing appropriate feedback to students
- Listening to students read
- Modifying written materials
- Helping students work on projects or assignments
- Helping students select library books
- Actively participate in instruction and monitoring of students.

Personal Care Management:

- Assisting students with tasks such as mobility, feeding, dressing, toileting, etc.
- Providing specialized care for students under a school health plan.
- Maintain an inventory of supplies and initiate requests for supplies
- Ensure that all required health, hygiene, and dietary needs are available for on-campus/ off campus activities.
- For one to one paraprofessionals, ensure you are submitting SHARS billing in a timely manner.

Behavior Management:

- Monitoring and supervising students in P. E., recess, lunchroom, etc.
- Monitoring student behavior with point sheets, contracts, BIPs.
- Monitoring small and large groups
- Assisting teachers with strategies to reinforce appropriate behavior
- Ensuring that students complete tasks and meet deadlines
- Helping build self-esteem in students by providing positive feedback.

Crisis Prevention Institute:

- **CPI Non-Violent Crisis Intervention**
- **Unit Staff Must maintain yearly certification**

Working with Parents:

- Directing parents to appropriate resources and personnel
- Directing parent concerns to classroom teachers

Working with staff:

- Co-Planning with supervising teacher
- Working with assigned teacher(s) and colleagues in a positive manner.
- Providing on-going communication regarding students
- Following the chain of command (teacher, administrator, special education supervisor, special education director)
- Student safety concerns must be reported immediately.

Miscellaneous Duties:

- Completing professional leave paperwork as needed.
- Appropriate professional attire
- Performing other duties as assigned by administration, i.e., monitoring the lunchroom, supervising students in community setting, and assisting with bus duties.

Lesson Plans

Lesson Plans

In-Class Support, Resource and Co –teachers should plan with general education teachers to create lessons based on content standards from the Texas Essential Knowledge and Skills (TEKS). In some instances, students with disabilities require modifications and/or accommodations to demonstrate proficiency or develop foundational skills aligned with the grade-level standards. Access to the general curriculum means more than just being present in a general education setting; it literally means accessing the same curriculum other student access, regardless of disability. Lesson Plans should be data-driven.

When planning for delivery of instruction, teachers should jointly decide:

- student groupings
- delivery models
- assessments

Emailing lesson plans by general education teachers and communicating is vital to the success of the special education student.

Special Education teachers will adhere to district and campus requirements for completion and submission of lesson plans.

Direct Instruction Ten Teaching Procedures:
Best Practice Resource

This is a resource that is research based and can be used in best practice. These procedures work well with Resource and In-Class Support in order to provide advance academic thinking, better access to the curriculum, and improving literacy outcomes.

A professor and expert of **Educational Psychology, Barak Rosenshine** (1930 – 2017) at the University of Illinois explored **teacher instruction** along with Robert Stevens and identified the effectiveness of methods and **approaches** that were practiced by the most **successful** teachers.

1. **Daily Review**:

Rosenshine suggests spending between 5-8 minutes each day, mostly at the beginning of a lesson, to review past learning. As mentioned in the **Cognitive Load Theory**, our cognitive load (the quantity of information our working memory can keep at one time) is relatively small, if we wouldn't review past learning, then our previous knowledge will get in the way of learning new knowledge.

By devoting class time to reviewing and evaluating past academic performance, learners will eventually perform more effectively. Students will construct a more in-depth awareness of syllabus material, improve their basic skills, critical thinking skills and make connections between ideas.

2. Presenting New Material in Small Steps:

Our working memory has a **limited** capacity. If learners are presented with a lot of **information** at the same time, their working memory will suffer from **overload**. This will slow down or even stop the **learning process** as the student's mind will no longer be able to process every piece of information at once.

Due to this, **Rosenshine's principle** suggests that new information must be introduced in small steps. Experienced teachers show that it is useful to remain focused on what students need to know and remove any irrelevant material from the lesson plan.

3. Asking Questions:

Asking students different **kinds of questions** (such as direct questions, closed questions, comprehension questions) is one of the most powerful tools a teacher can use to enhance student learning and enable them to investigate a topic in more detail. Rosenshine states that less effective teachers ask a fewer number of questions and nearly no '**process questions**' (questions about the learning process, such as how students performed a task). The greatest significance of questioning is that they strengthen students' **long-term memory**.

4. Presenting Models:

Providing new information to learners by linking it to their **prior knowledge** allows a quicker understanding, deeper retention and enhances students' memory. It is particularly true of different types of concepts such as **complex concepts**, **essential concepts** and **sequencing concepts** etc. Teachers can do this by providing **appropriate support** to their students. **Thinking aloud,** demonstrating the way to **solve a problem**, and **working examples**, are the modeling strategies teachers can use to enhance student learning.

5. Guided Student Practice:

Rosenshine's principle emphasizes the importance of giving students sufficient time to practice <u>retrieval</u>, ask **questions**, and get the desired **help**. Students must not stop after learning the information once, they must continue to rehearse it by **summarizing**, **analyzing**, or <u>applying</u> their knowledge. If teachers do not reduce their pace of teaching a lesson, then students' memory of that topic will be decreased.

6. Check for Student Understanding:

<u>Check for understanding</u> allow teachers to identify any **misconceptions** students may have and explain things they are still **struggling** with. **Rosenshine's sixth principle** suggest teachers take intermittent periods during the lesson to stop and assess whether students have <u>understood the learning material</u>. Teachers can do this by asking learners to make a **presentation**, share their **opinion** about the lesson, **summarize** the information and <u>correct students' errors</u>. Check for student understanding to assure that the students have a **clear foundation** for their learning and make them ready to learn the next topic.

7. Achieving an Elevated Success Rate:

Cognitive Psychology Research reveals that the instructors who utilized the most effective <u>teaching strategies</u> had more students with higher educational <u>success rates</u>. According to **Barak Rosenshine**, the optimal **academic success rates** educators need to strive for is **80%** (which is similar to the optimal success rate for multiple-choice tests). An optimal success rate of 80% shows that although <u>**challenged**</u>, learners still grasped and learned new <u>concepts</u>.

8. Providing scaffolds for difficult lessons:

According to **Rosenshine's eighth principle**, when using more **complex material** teachers must apply <u>scaffolding</u> in their lessons. Scaffolding means facilitating students' incremental mastery of a skill or concept by gradually **decreasing** <u>teacher assistance</u>. The responsibility for the learning process **shifts** from the instructor to the student. The temporary support of scaffolding provides help to the students to achieve higher levels of comprehension and skill acquisition that would have not been possible without the teacher's support.

9. Independent Practice:

The ninth principle of Rosenshine claim that scaffolding is crucial, but the students must also be able to complete tasks **independently** and take **responsibility** for their learning. Creating **independent learners** is vital as it helps students to improve their educational performance and stay motivated. By practicing **complex tasks** again and again in their own time, students create greater automaticity and fluency in the concept they're trying to understand. **Over-learning** a concept, helps learners to <u>recall</u> the details automatically.

10.Weekly & Monthly Review:

Rosenshine's tenth principle is an advanced stage of the first principle, but it involves reviewing the <u>**prior knowledge**</u> over monthly and weekly timeframes. This mixture of <u>**retrieval**</u> and **spacing** is a method known as <u>**successive relearning**</u> which implicates spacing out the use of retrieval practice methods at various points in time until a specific level of mastery has been accomplished.

Weekly and monthly reviews allow students to make <u>**connections**</u> between new and old information, improving their understanding of a concept. Setting **weekly** homework tasks, doing a <u>quiz every **month**</u> and asking students to complete a **monthly** reflection, are all effective classroom strategies.

Sample Forms

STUDENT SUPPORT NEEDS WORKSHEET

TO:_____   **DATE:**

_____

ARDC needs to know the strengths and weaknesses this student has (in your class/subject area) in order to develop a working IEP. What modifications and/or accommodations would best help this student? Academic strengths and weaknesses are very important and required to develop the student's PLAAFP. Attach a Word document and copies of classroom work that you feel will help the ARD committee in making the right decisions at the meeting.
If you would like to see any accommodations/mods or services added or dropped, or you would like to attend the ARD meeting please advise, so we can have someone cover your class.
Note: **If a student has failed two consecutive six weeks, you MUST attend the ARD meeting. You will need to bring student's work samples and grades to ARD meeting.**

 Student:_____   ARD meeting date will
be_____.

1. **Teacher: _____ Subject: _____ period___ Student's grade average**
_____
 If failing, why? Remember if student fails two consecutive six weeks, we must have an ARD meeting and show/prove that it was not failure to implement the IEP or provide accommodations.
_____
_____
_____
_____
2. Are current classroom modifications/accommodations appropriate or do they need to be revised?___ Yes __NO
Please
specify_____
_____

3. Any behavioral concerns/referrals? If so what is the
concern? _____.
   Is an FBA/BIP need to be considered or does the current BIP need to be modified ___Yes_____NO**:**

If problems exist, have parents been contacted? _____Yes   NO _____ Date:
_____
   Results of
contact: _____

4. Attendance (Good, Fair, Poor, etc.) **:**
_____

_____
_____

5. Recommendations for **STAAR Assessment/Accommodations**:
_____
_____
_____

6. **Student's Academic <u>Strengths</u>** in your subject area:
_____
_____
_____

_____

7. **Student's Academic <u>Weaknesses</u>** in your subject area:
_____
_____
_____

_____

If you would like to meet with me, let me know. My conference is from _____; I will make arrangements at some other time if necessary. Thank You! For your time and understanding, _____.

Coordination Log

Student:_____   **Teacher:** _____

ID#: _____   **Subject:** _____ **Grade:**____

1st 6 - weeks:	2nd 6 - weeks:
Behavior: Excellent_____ Good_____ Poor_____ Grade: _____ Comments:_____ _____ _____ _____ _____ _____ _____ Signature:_____ Date: _____	Behavior: Excellent_____ Good_____ Poor_____ Grade: _____ Comments: _____ _____ _____ _____ _____ _____ _____ Signature:_____ Date: _____
3rd 6 - weeks:	4th 6 - weeks:
Behavior: Excellent_____ Good_____ Poor_____ Grade: _____ Comments:_____ _____ _____ _____ _____ _____ . Signature:_____ Date: _____	Behavior: Excellent_____ Good_____ Poor_____ Grade: _____ Comments:_____ _____ _____ _____ _____ _____ _____ Signature:_____ Date: _____
5th 6 - weeks:	6th 6 - weeks:
Behavior: Excellent_____ Good_____ Poor_____ Grade: _____ Comments:_____ _____	Behavior: Excellent_____ Good_____ Poor_____ Grade: _____ Comments:_____ _____

Special Services Department   Monitoring Assurance Log

Staff Name: _____ Assignment: _____

Six Weeks Period: **1st Six Weeks**   **2nd Six Weeks**   **3rd Six Weeks**
                               4th Six Weeks   **5th Six Weeks**   **6th Six Weeks**

(Utilize this form if Staff serves SAME Campuses such as In-Class Support & Content Mastery Staff)

Campus	Student Initials	Schedule of Services (SOS) Frequency/Duration	Dates of Sessions Provided during Six Weeks Period	All SOS Sessions Provided		Excessive Service Time	Compensatory Service Time
				YES	NO		

Staff Signature: _____ Cluster Supervisor Signature: _____ Date Received: _____

ARD Roster
A.R.D. List

CAMPUS:		E-Mail:	
TEACHER:	CPI Certification Date:	Para-Professional:	CPI Certification Date:
Para-Professional:	CPI Certification Date:	Para-Professional:	CPI Certification Date:
Class Type:	RM.#:	Phone #:	
DATE:		Six Weeks: 1st, 2nd, 3rd, 4th, 5th 6th	

Please asterisk any student that is receiving In- Home parent training and inform the cluster supervisor.

STUDENT	D.O.B	Student ID #	Grd	Prgrms L/S, SFL, PPCD, BI, CMC, Inc, Res.	Disability & Related Service	Annual ARD Date	COSF	HOME	Trans por tati on Bd	Zoned Campus	Next Year Campus 2021-2022	Address	Phone #
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													

TELEPHONE LOG

STUDENT: _____ID#: _____ ADDRESS: _____

PH. #: _____

PARENTS: _____TEACHER/PARAPROFESSIONAL:
_____

DATE	TIME	PERSON CONTACTED	REASON	PHONE NUMBER	RESULTS	FOLLOW-UP

Maintaining Confidentiality of Student Disability Information

All disability-related information including documentation, accommodation letters, correspondence, and consultations are considered confidential and will be managed in accordance with The [Family Educational Rights and Privacy Act (FERPA)](#) regulations. Please read this carefully, as there are instances that may necessitate student documentation being released without consent. This includes electronic, paper, verbal, and any other types of communication.

In addition to fulfilling legal obligations, maintaining a high standard of confidentiality also serves to maintain an environment in which students with disabilities feel respected, safe, supported, and protected.

Breaches of confidentiality are taken very seriously by BISD. Unauthorized disclosures of student information must be documented and can result in BISD being in non-compliance with federal regulations. Additionally, such disclosures may violate state privacy laws and may subject the district and the individual to liability.

Special Services offers the following guidelines for faculty, staff, and administrators to ensure that confidential student information is kept secure:

- All information that a student shares with a faculty member is to be used specifically for arranging reasonable accommodations for the course of study.
- Do not leave student disability information visible on your computer or in any printed format that others can see, and dispose of it securely at the end of the quarter.
- Refrain from discussing a student's disability status and necessary accommodations within hearing range of fellow students, faculty, staff, or others who do not have an "educational need to know."

- **<u>At no time should the class be informed that a student has a disability.</u>**
- If a student voluntarily discloses the nature of their disability to you, even if it is obvious, do not disclose it to others.

Work Cited

"Metacognition, Rosenshine's Principles: A Teacher's Guide, Rosenshine's Principles of Instruction: A classroom guide on theory and practice for teachers and educational leaders." *Structural Learning*. https://www.structural-learning.com/post/rosenshines-principles-a-teachers-guide. 7-26-2022.

"Maintaining Confidentiality of Student Disability Information." *University of California San Francisco Student Academic Affairs, Confidentiality.* Confidentiality | Student Disability Services (ucsf.edu). 7-27-2022.

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