

Using PSO as a Catalyst for Change

Gilbert Public Schools

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Agenda

- Part 1: Post Schools Outcomes & PSO data
- Part 2: College & Career Readiness Indicator Survey
- Part 3: Co-Teaching

Post School Outcomes Survey Part 1

Comparing Data from
State of Arizona 2011 - 2012
Gilbert Public Schools 2011 - 2012
Gilbert Public Schools 2012 - 2013

What is Indicator 14?

In conjunction with the reauthorization of IDEA 2004, the U.S. Department of Education, through the Office of Special Education Programs, required states to develop six-year State Performance Plans (SPP) addressing 20 Indicators, on which data is submitted annually via Annual Performance Reports (APR).

Transition affects five of the 20 Indicators:

- Indicator 1: Graduation Rate**
- Indicator 2: Dropout Rate**
- Indicator 8: Parent Input Survey**
- Indicator 13: Secondary Transition IEP Requirements**
- Indicator 14: Post School Outcomes Survey (PSO Survey)**

When, Who, What?

Between July 1st– September 30th the PSO team calls all the previous years graduating students who had an IEP to see what they are currently doing.

Are they involved in:

- Higher Education?
- Competitive Employment?
- Other Post-Secondary Education or training?
- Other Employment?
- Not Engaged in any of the above?

Post School Outcome Survey Definitions

Higher Education:

- *Full or Part-Time
- *Community College (2-year program)
- *College/University (Four- or more year program)
- *One complete term

Post School Outcome Survey Definitions (con't)

Competitive Employment:

- *pay at or above the minimum wage
- *setting with others who are not disabled
- *20 hours a week
- *at least 90 days (includes military)

Post School Outcome Survey Definitions (con't)

Other Postsecondary Education Or Training:

- *full or part-time
- *at least one complete term
- *education or training program:
 - Job Corps
 - adult education
 - workforce development program
 - vocational technical school that is less than a two hour program

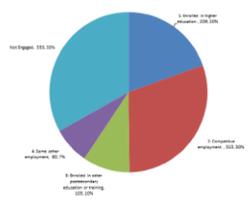
Post School Outcome Survey Definitions (con't)

Other Employment:

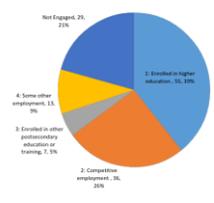
- *work for pay or self-employed
- *at least 90 days
- *includes working in a family business (e.g., farming, working in a store, fishing, ranching catering services)

Summary of Engagement Pie Graph	Respondents by Type of Disability
2012 State of Arizona Data	2012 State of Arizona Data
2012 Gilbert Public School data	2012 Gilbert Public School data
2013 Gilbert Public School District Data	2013 Gilbert Public School District Data
Summary of Engagement Bar Graph	Respondents by Ethnicity
2012 State of Arizona Data	2012 State of Arizona Data
2012 Gilbert Public School data	2012 Gilbert Public School data
2013 Gilbert Public School District Data	2013 Gilbert Public School District Data
Respondents by Gender	Respondents by Type of Exit
2012 State of Arizona Data	2012 State of Arizona Data
2012 Gilbert Public School data	2012 Gilbert Public School data
2013 Gilbert Public School District Data	2013 Gilbert Public School District Data

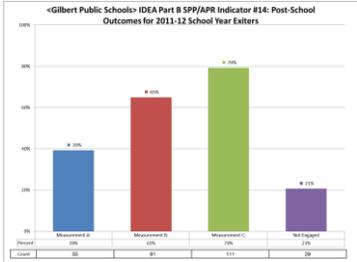
Summary of Arizona's Engagement 2011-2012 SY Exiters



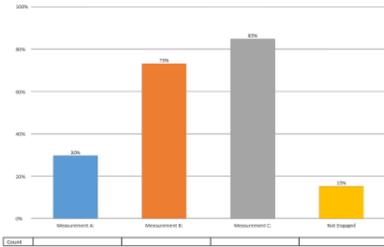
Summary of Gilbert Public School's Engagement 2011-2012 SY Exiters



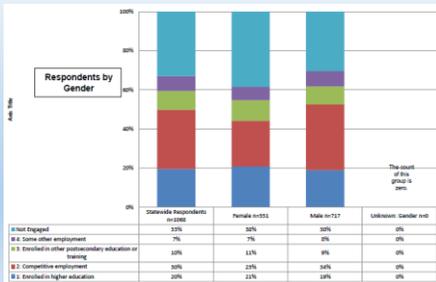
Gilbert Public Schools Measurements A, B and C 2011-2012 Exitters

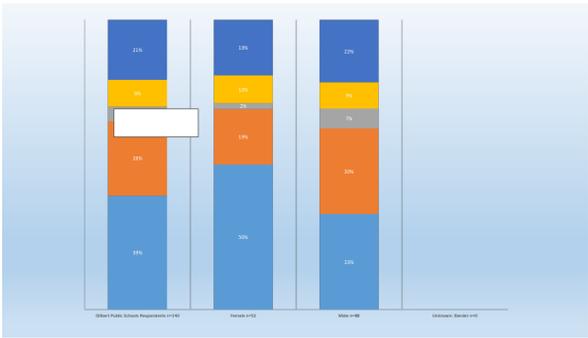


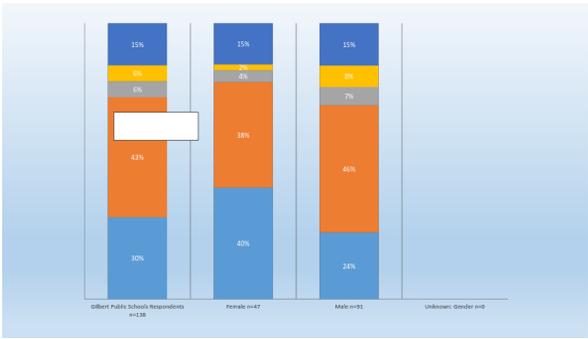
Gilbert Public Schools Measurements A, B and C 2012-2013 Exitters

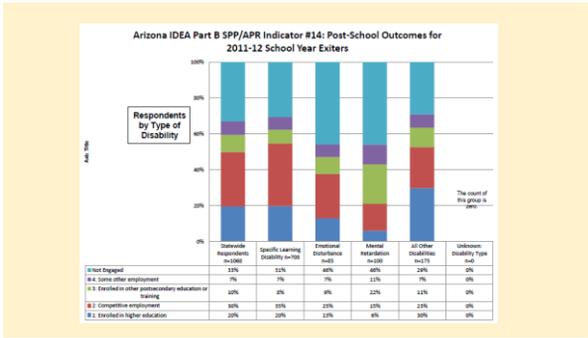


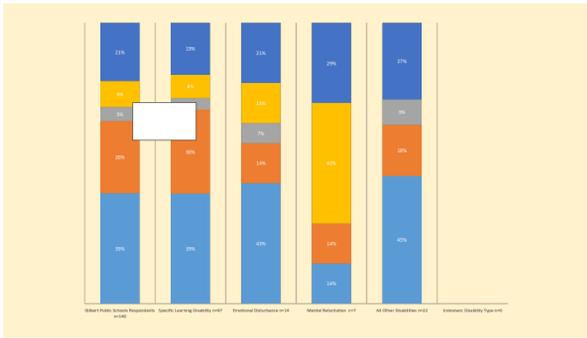
Arizona for 2011-12 School Year Exitters by Gender

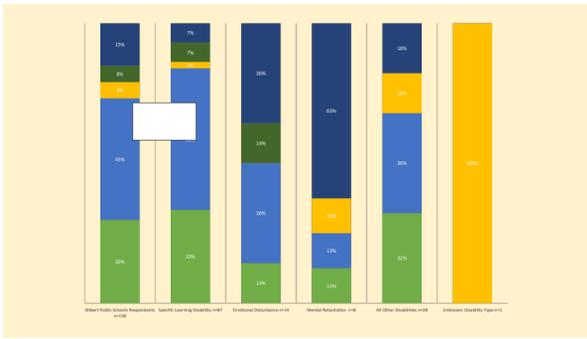


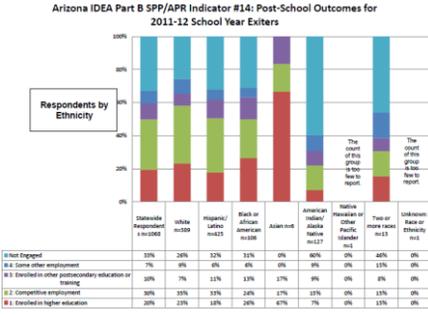


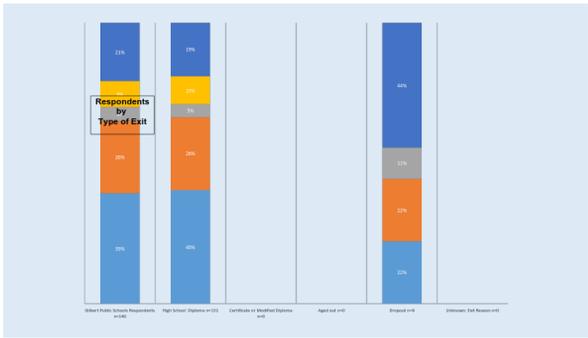


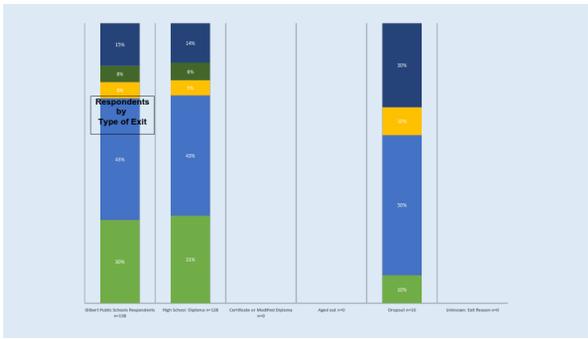












College & Career Readiness
Indicator Survey
Part 2

To prepare to have ALL students
College and Career Ready

Indicators of College & Career Readiness

CCR School Scale is designed to help identify the college and career readiness elements that are in place within the school. These results will support school leadership teams for planning for continued and improved implementation of these elements.

Three domains:

- 1) Data-based decision making
- 2) multi-tiered instruction and intervention
- 3) effective collaboration and coaching.

Three domains of CCR School Scale

- 1) Data-based decision making
 - a. educator practices
 - b. school-wide infrastructure
- 2) multi-tiered instruction and intervention
 - a. educator practices
 - b. school-wide infrastructure
- 3) effective collaboration and coaching.
 - a. educator practices
 - b. school-wide infrastructure



US & Az History

Aggregate Test Scores		
District:	Gilbert Public Schools	
Test:	2013-14 US/ AZ History Sem. 1 final exam	
Avg Score:	77.31%	
School	Avg Raw Score	Avg % Score
Campo Verde High School (519)	61.92	77.39 %
Canyon Valley High School		
Desert Ridge High School (573)	59.38	74.23 %
Gilbert High School (512)	66.22	82.78 %
Highland High School (592)	60.67	75.84 %
Mesquite High School (343)	61.39	76.73 %

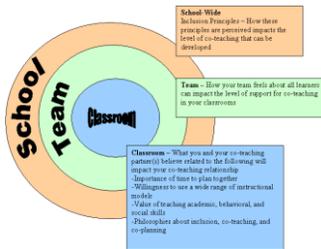
Lab Biology

Gilbert Public Schools		
Test:	2013-14 Lab Biology Sem 1	
Avg Score:	77.39%	
School	Avg Raw Score	Avg Percentage
Campo Verde High School (559)	51.68	77.13%
Canyon Valley High School (0)	--	--
Desert Ridge High School (643)	50.15	74.86%
Gilbert Classical Academy High School (60.14	89.75%
Gilbert High School (528)	51.55	78.94%
Highland High School (874)	53.88	80.41%
Mesaquite High School (505)	49.65	74.11%

Co-Teaching Part 3

Changing the structure of instruction to meet the needs of the students.

CIRCLE OF INFLUENCE ON CO-TEACHING RELATIONSHIPS



Source: Special Connections; <http://www.specialconnections.ku.edu>

The 3 C's of Co-teaching

- Co-Planning
- Co-Instructing
- Co-Assessing

• Ideally, co- teachers co-create goals, co-instruct, collaborate on student assessment, class management, and jointly make decisions pertaining to their class

(Cook & Friend, 1995).

Co-teaching Approaches



Basis for Selecting a Co-Teaching Approach

- Student characteristics and needs.
- Teacher characteristics and needs.
- Curriculum, including content and instructional strategies.
- Pragmatic considerations

One Teaching/One Support

- Requires little joint planning time
- Provides opportunity for SE teachers to learn about General Education Curriculum
- Particularly effective for teachers new to collaboration
- Can result in special educator as being relegated to role of an assistant
- One teacher has the primary responsibility for planning and teaching
- The other teacher moves around the classroom helping individuals and observing particular behaviors.

Station Teaching

- Each professional has separate responsibility for delivering instruction
- Lower teacher:student ratio
- Students with disabilities can be more easily integrated into small groups
- Noise level can be distracting
- Movement can be distracting

Parallel Teaching

- Lower teacher : student ratio
- Heterogeneous grouping
- Allows for more creativity in lesson delivery
- Teachers must both be comfortable in content and confident in teaching the content
- Should not be used for initial instruction

Alternative Teaching

- Helps with attention problem students
- Allows for re-teaching, tutoring, or enrichment
- Can be stigmatizing to group who is alternatively taught
- ESE teacher can be viewed as an assistant if he/she is always in alternative teaching role

Team Teaching

- Greatest amount of shared responsibility
- Allows for creativity in lesson delivery
- Prompts teachers to try innovative techniques neither professional would have tried alone
- Requires greatest amount of trust and commitment
- Most difficult to implement

Putting it all together

- Planning
- Classroom Management
- Established Roles for Both Teachers
- Pet Peeves
- Grading and Assessment
- Instructional Strategies
- Shared Responsibility
- Co-planning, Co-instructing, Co-assessing, and Co-managing

Tips for Successful Implementation

Friend and Bursuck, page 86

- Planning is key
- Effective Communication is Essential
- Discuss your views on teaching and learning with your co-teacher.
- Attend to details
- Attend to details
- Prepare parents
- Avoid the "paraprofessional trap."

Tips for Successful Implementation (con't)

Friend and Bursuck, page 86

- When disagreements occur, talk them out.
- Determine classroom routines (inc. grading)
- Plan for discipline
- Discuss ways to give and receive feedback
- Determine acceptable noise levels
- Share pet peeves
- REMEMBER....
 - The three C's of Co-teaching

Thank you!
