Teacher Leader Fellowship:
Impact Report

2022-2023

The Diverse Learners Cooperative exists to create purposeful networks of educators, providing them with high quality resources and collaborative learning experiences that increase best practices for diverse learners and teacher retention.

DLC Teacher Leader Fellowship

Purpose of the Teacher Leader Fellowship

Teachers of students with disabilities and English learners are often one of a few in their schools, lack access to adequate support and development opportunities, and, as a result, experience high rates of burnout. The DLC Teacher Leader Fellowship exists to connect teachers to relevant professional growth experiences, resources, and networks to propel best practice for diverse learners and increase teacher efficacy.

The Fellowship Experience

| 3-day Summer Session | Quarterly Growth Sessions | Onsite 1:1 Leadership Coaching | Peer School Visits | Mentor Groups & Cohort Calls | Design Impact Project |

After completing the Fellowship, leaders are equipped to:

- ✔ **Lead** other teachers and team members
- ✔ **Influence** school programming and practice
- ✔ **Improve** diverse learner outcomes

2022-2023 Involvement

The 2022-2023 fellows represented **22 different schools**, including 7 public schools and 15 charter schools. This class was comprised of 5 English Learner Teachers, 15 Special Education Teachers, and 5 General Education Teachers.
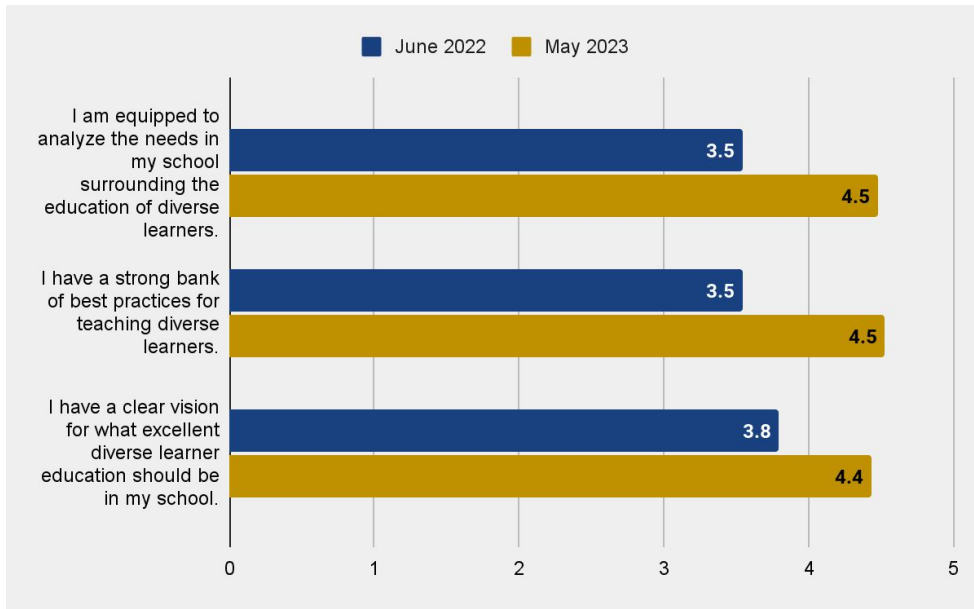
Memphis Fellows

Nashville Fellows
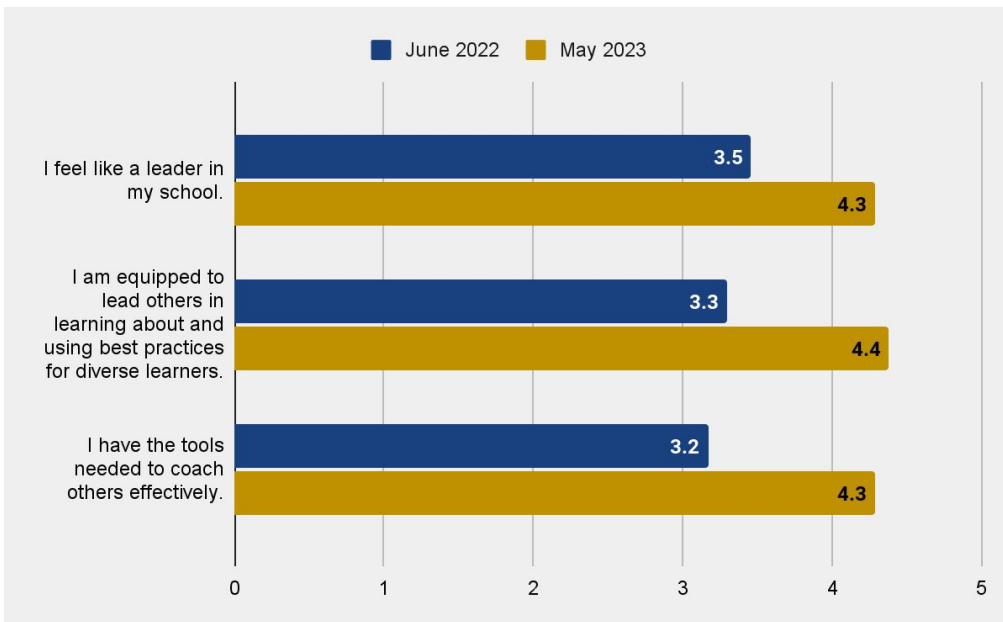
Measures of Impact

Collective Teacher Efficacy

[John Hattie's Visible Learning](#) cites **collective teacher efficacy** as the **number one factor** in positively influencing student achievement. Through the Fellowship experience, we hoped to see Fellows grow in the skills to not only meet the needs of diverse learners they serve, but lead others to do the same. In analyzing data from beginning and end of year surveys, it is clear that Fellows feel more confident to lead change for diverse learners in their schools.

Fellow Identities as Effective Educators

June 2022 ■   **May 2023** ■

Statement	June 2022	May 2023
I am equipped to analyze the needs in my school surrounding the education of diverse learners.	3.5	4.5
I have a strong bank of best practices for teaching diverse learners.	3.5	4.5
I have a clear vision for what excellent diverse learner education should be in my school.	3.8	4.4

Fellow Identities as Effective Leaders

June 2022 ■   **May 2023** ■

Statement	June 2022	May 2023
I feel like a leader in my school.	3.5	4.3
I am equipped to lead others in learning about and using best practices for diverse learners.	3.3	4.4
I have the tools needed to coach others effectively.	3.2	4.3

90%
of Fellows are **returning** to education next year

4
Fellows are stepping into leadership roles next school year

Fellows identified their renewed sense of **personal growth** while **collaborating** with other educators, **advocating** within their schools, and witnessing **student success** in their impact projects.

Impact Projects

Impact Project Overview

In order to improve quality of diverse learner programming, Fellows had the opportunity to design and implement a solution to better serve diverse learners in their setting. Fellows conducted a needs assessment to identify a barrier to diverse learner success, researched possible solutions, designed a plan for addressing the barrier, and implemented their plan. This process necessarily included collaboration with school leaders and other team members. Fellows presented their projects, findings, and reflections at the Fellowship Expo in May.
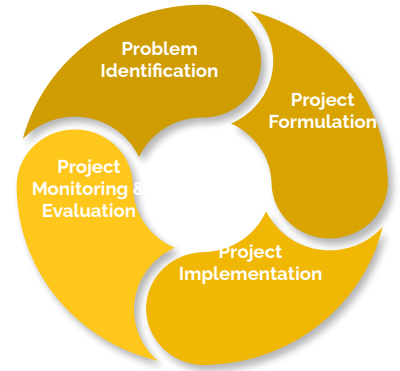
2022-2023 Fellows Impact Projects

Fellows enacted wide variety of solutions to better serve diverse learners in each of their schools Below, projects are listed by topic. Their projects demonstrates the wide-reaching positive effects of equipping teachers with best practices and leadership skills.

Foundations to Front Loading: MLL PLT - Shelbie Gregory

Empowering Teachers to Implement Accommodations Across Settings - Julia Beerman

Empowering Parents to Support Children's Behavioral Needs - Kate Rattner

Increasing Access for Low English Proficiency Multilingual Learners - John Bowyer

Diving Deeper Into Standards - Kristin Barnhart

Wrap Around Support as Behavior Intervention - Rhiannon Graham & Ashley Coleman

Minimizing Removal of Students From Instruction - Kimberly Stevens & Kathaleen Davis

Improving Access to Tier 1 Foundational Reading Skills - Kelsey Inniss

Parent University - Jeannette Abbot

Finding Accessible Solutions for Families and Work Completion - Rose Tolton

Impact Projects Continued

The Impact of Effective Co-Teaching - Salome Dsa

Utilizing Technology to Improve Student Achievements - Dana Kayode

Increasing Classroom Engagement In Emerging Bilingual Learners - Tameria Brent

Transitioning into General Education - Lanette Moore

Bridge the Gap Between Secondary and Post-Secondary Life - Deborah Dixon

Equipping Teachers With a PASS - Elizabeth Fry

The Importance of Teacher Led Guardian Support - Kei-Shae McCrary

Play Hard to Work Harder - Estella Smith

I'm Ready: Promoting Student Engagement and Accountability - Robin Brice

Bridging the Gap with Behavior Before an Exceptional Children's Referral - Cindy Fox

Increasing Accommodations in the General Education Setting - Faryal Mirza

Foundations to Front Loading: MLL PLT

How does an intentional structure during PLT impact multilingual learners growth, language development, and participation in core area classes?

While assessment data shows inconsistent growth in all students participating in the PLT groups I worked with, I saw evidence of its impact on my EL students within their core classes. Many of my students, specifically my Level 1 students, engaged more in class, participated in discussions and Socratic seminars, and performed better on class work.

From an assessment standpoint, the data is inconsistent because of the length of time between assessments and inconsistent grouping due to environmental factors in grade levels this year. In the future, I feel that with some minor adjustments, this structure and intentionality will help support our MLL students and increases their growth annually.

Shelbie Gregory

General Education
Glencliff Elementary School

Empowering General Education Teachers to Implement Accommodations Across Settings

How does our school improve student access to their accommodations across class settings?

I began my project with a needs assessments based on student centered data. The information that came out of those interviews and grade-collection was that students were feeling more successful in their classes where they had a support individual (co-teacher or paraprofessional). Additionally, a general education teacher survey showed that teachers felt that systems like lesson preparation and coaching did not hold space or prepare them to independently support diverse learners in their spaces. Based on this data, I implemented and aided in implementation the following strategies: school-wide extended time policy, read aloud accommodation professional learning, open-ended response manual, strategic seating one-pager, and office hours for consultation support.

My findings are based on quarter 4 academic data from the same students and classes as the initial data pull. The grade data showed an improvement in 13 out of 15 grades for students. Additionally, there was marked improvement in general education teacher comfort in having an extended time plan as well as the systems support in coaching and lesson preparation.

Julia Beerman

Special Education
Valor College Prep

"The fellowship gave me the knowledge and skill to **stand up for my students** in an equitable way".

Kate Rattner
Speech Language Pathologist
Cohn Early Childhood Intake

Empowering Parents to Support Children's Behavioral Needs: Applying the MTSS-B/RTI2-B Framework to Intake Evaluations
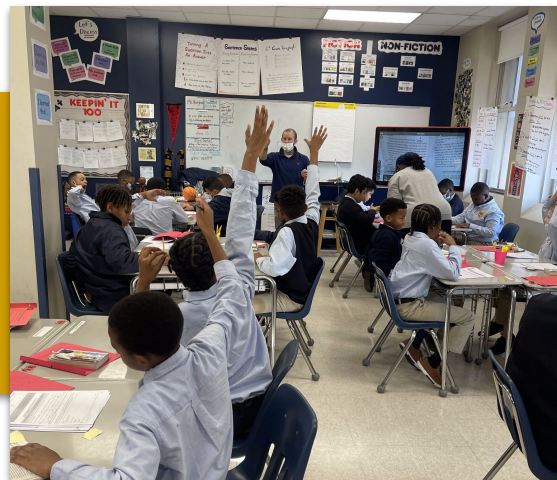
How can I help parents/caregivers with implementing behavior supports for young children (ages 2;9-kindergarten) as it relates to special education identification?

The goal of this impact project was to identify and provide training resources so that parents could implement behavior support strategies at home. This would effectively serve as a tiered intervention for the child, and it would offer one more piece of data for the evaluation teams to consider. While multiple print resources were identified, many were not easily accessible to parents because of the language level and technical vocabulary used to explain the interventions. Some video training resources were also identified; however, they were only available for a fee, which again impacted accessibility and was not equitable.

These barriers led to determining the project outcomes. In collaboration with a Board Certified Behavior Analyst (BCBA) on the MNPS Exceptional Education Behavior Support Team, we are working to create a bank of behavior support training videos for parents and caregivers. This will be an open resource for any parent or caregiver to access, and it can be used by educators for coaching families on how to support their children's challenging behaviors at home.

Increasing Access for Low English Proficiency and Newcomer Multilingual Learners

How will developing a bank of resources and instructional strategies will impact KACP's Low English Proficiency / Newcomer MLs academic growth?

My project came about due to myself and other teachers facing a lack of resources and instructional strategies to support our students with limited English proficiency and newcomer EL students. I partnered with our Assistant Principal of English Language Arts (ELA) and the ELA lead in our network to create a shared Google spreadsheet that would house a read-aloud of all the texts used for performance training. This document was utilized by the whole network to provide students with meaningful, authentic testing practice.

I am very pleased with the results of this impact project. Teachers felt more confident and my school and network bought in. Currently, our region is collecting feedback on performance training and will be working on a more inclusive plan for next year. In addition, this project led to the creation of a read-aloud resource bank for all middle schools to use to prepare students for testing in the upcoming years.

John Bowyer
Multilingual Learners
KIPP Antioch College Prep Middle

Diving Deeper Into Standards

How can test prep be maximized for scholars with cognitive processing needs in 8th grade?

After a year of exciting academic results for many scholars at my school, I was disappointed to see that our scholars with cognitive processing deficits actually performed worse on standardized assessments and end of the year benchmarks. This was unexpected because, all year, the progress monitoring data had shown strong rates of improvement. My hypothesis was that the approach we took to the test prep unit was not supportive for these scholars.

With my project, I was able to identify standards that were crucial to prepare scholars for high school and using their current instructional levels as a starting point to build strengths in understanding math better. By focusing on these 13 standards, scholars were able to improve on their grade level knowledge and continue to show even better progress on bi-weekly progress monitoring measures and quizzes. Additionally, scholars had much more confidence and independence when taking assessments. This should lead to long term understanding and execution of these mathematical concepts.

Kristin Barnhart
Special Education
Nashville Classical

Wrap Around Supports as Behavior Intervention

How can we assist a student who has social, emotional, and behavioral needs with building skills to express and advocate for his needs independently, given a variety of staff supports?

As the number of students with Individualized Education Plans (IEP) written with behavioral needs increases, teachers can struggle to identify which behaviors are due to a student's disability. The first step is to change teacher mindsets around managing challenging behaviors within the classroom. Having teachers as the first line of intervention lets students know that multiple people are available to help them when they need it.

As a team, we all leaned into supporting one student in a variety of social, emotional, and behavioral ways so he could feel successful and safe at school. We facilitated positive peer interactions through lunch bunches and breaks and learned about triggers for anger and the underlying emotions driving their anger. We also provided the student with a safe space and a private journal so that when they were triggered, they could process and decompress in private before talking about it with an adult. This approach helped our student go from 11 out-of-school suspension days to ZERO. In addition, we saw their incidents of aggression go from 5 to 1. Furthermore, they went from 10 incidents of disrespect to peers/adults to 2. The student had also self-identified triggers and coping skills that they feel confident in naming and using in times of stress.

Rhiannon Graham
Special Education
KIPP Academy Nashville

Ashley Coleman
Special Education
KIPP Academy Nashville

"Modeling wrap-around support for a student has **provided our staff with a blueprint to succeed with students in the future.** Staff will feel more confident in diving deeper in planning and executing supports for multiple needs of a student".

Minimizing the Removal of Students From Academic Instruction

How can we increase learning time by decreasing out-of-class time for students with behavioral problems?

We began our project by identifying teachers in each grade with students that display escalating behavior and frequently are removed from the classroom. We focused on the most severe student to see if we could give the student and teacher strategies to minimize removals when they become disruptive. Observations and meetings were held with the teacher and student before, during, and after the observations.

We identified triggers and root causes and strategies were implemented on for both the student and teacher. The ALSUP 2020 Collaborative and Proactive Solutions model was used to guide the project. After strategies were implemented for a period of time, the teacher saw marked improvement in the student's behavior. The student went from an average of 2 to 0 incidents that require outside intervention on a weekly basis. The student is more willing to talk when issues arise and enjoyed having one-to-one talking time with the mentors (Teacher, Social Worker, and Dean of Students).

Kimberly Stevens
General Education
Smithson Craighead Academy

Kathaleen P. Davis
Multilingual Learners
Smithson Craighead Academy

"This project has impacted diverse learners in multiple ways. First, it has **helped students find their voice** by having the tools to effectively communicate their needs. Second, students learned how to channel their frustrations into meaningful dialogue. Third, **teachers are now better prepared to help students through their classroom crisis** instead of having the student removed."

Improving Access to Tier 1 Foundational Reading Skills

How can we improve access to Tier 1 foundational reading skills through peer observation?

My impact project focused on improving access to quality Tier I foundational reading skills instruction in grades K-2 at my school. Our beginning of the year data showed that a large percentage of our students were receiving Tier III reading intervention. Typically, you hope to see a small percentage of your students placed in Tier III intervention and the highest percentage of students in Tier I, which indicates that the core, Tier I instruction they are receiving from their classroom teacher is working. This data told me that we needed to make sure our core, Tier I instruction was strong in all classrooms. My desired outcomes were to increase teacher knowledge, confidence, and effectiveness in teaching Tier I foundational reading skills to improve students' reading fluency in grades K-2, and to decrease the percent of students receiving Tier III reading intervention during MTSS.

My project had many successes. I was able to become a teacher leader at my school. A foundation for peer observation was created through my project. It is a foundation that we can build off of. My project has helped build collective expertise in foundational reading skills at our school. Finally, from fall to spring our MTSS data showed that there was a decrease in the percent of students receiving Tier III reading intervention in 2 out of the 3 grade levels that participated.

Kelsey Inniss
General Education
Fall Hamilton Elementary

Parent University

How do I help parents of students with disabilities access the information to become active participants in their child's education?

Parent University was created to help parents become full partners in their child's education. The goal is to increase collaboration and involvement between schools and families; to educate, empower and connect families with resources that build parent involvement in the planning of their child's education. I started by creating a survey of topics for parents to choose from as session topics. I chose the top four topics and used them as our four session topics. Sessions were held after school for 1.5 hours of guest visitors and me presenting various topics: Autism, MAP test Data, testing accommodations and transition to middle school.

Jeannette Abbott
Special Education
KIPP Antioch College Prep Elementary

"This project has helped parents gain the **confidence** to know what their child needs and ask for it. It has **given parents the voice** to request meetings, and receive strategies to better meet the needs of their children".

Rose Tolton

Special Education
KIPP Antioch College Prep

Finding Accessible Solutions for Families and Work Completion

How can we work alongside families to provide high-quality instruction to students?

When I took over a math class as an exceptional education teacher, I needed to support for my students and families in work completion and accuracy in mathematics instruction.

I connected with families at Parent Teacher Conferences about what they needed to support their child. Parents stated that they wanted something that was transferable between adults (something that could be sent to tutors, family members, etc.) Something that gave them the chance to ask questions of teachers if they got confused, and they wanted something that could be used on the go or between activities.

In hearing those needs and recognizing that these students are fairly well versed with technology, I decided to create a landing page of resources for students and families. What I created was a "2nd grade homework helper" which was a link bank for families. Students can access Lexia, Zearn and Amplify - school online resources they are familiar with. Families can also locate practice for nonsense words, math concepts of the weeks. Families can also find an overview of current units that are taking place in each subject.

An extension of this project has already grown! A literacy night website that provides families with access to reading fluency practice, comprehension, decoding and online reading games.

The Impact of Effective Co-Teaching

Salome Dsa

Special Education
STEM Preparatory Academy

What practices can Co-Teachers implement to be most effective with serving diverse learners?

The data suggests that students find it valuable to have more than 1 teacher in the classroom supporting their learning. Teachers expressed that protected time to plan and determining academic and behavior supports for some students was a challenge. Additionally, teachers wanted access to video models of effective co-teaching in action as well as resources to meet diverse learners' needs.

I focused on co-teaching practices that were employed at my school and how they can be improved to best serve our students. Teachers use the time they have to co-plan high quality lessons and provide the appropriate scaffolds to meet the needs of diverse learners. I streamlined the information during Professional Development across my entire Middle School. I provided our staff with a multitude of resources to build their capacity for effective teaching in co-taught and non co-taught environments.

Utilizing Technology to Improve Student Achievement

How can we use existing technology to improve student achievement?

All students have different avenues for learning information in this age of technology. Students are heavily tech-oriented and learn quickly with their access to technology. Teachers, on the other hand, are tasked with meeting the academic needs of all students, but teachers are boxed in to meet the need are antiquated. Due to many factors, students are not on grade level for reading and math. These deficiencies affect them as they matriculate through their school career.

To help students use technology to get on grade level, I first collaborated with students by helping them set goals for themselves and putting incentives in place to motivate them in their goal achievement. Then, classroom teachers created modifications within the curriculum used by the school. Teachers used Google Classroom to share remedial resources the students needed. Students were rewarded for using those resources.

Before this project, many teachers were unaware that such information or application existed to support students. However, with the use of Google Classroom and personalized instruction, students met their EOY growth goal several months early, and some exited small group intervention.

Dana Kayode

General Education
Believe Memphis Academy

Tameria Brent

Multilingual Learners
Memphis Grizzlies Preparatory

Increasing Classroom Engagement in Emerging Bilingual Learners (EBLs)

How can I help EBLs increase their speaking confidently in the classroom to improve speaking domain?

Every year, I have students who are either too shy to speak and/or do not participate in whole class discussions. This problem has been expressed to me by core content teachers. First, I observed students in the ELA class that I co-taught in, and non-content settings (lunch, electives, club/sports, etc.). I interviewed core content teachers to gain their observations on students speaking in class.

Then, students were given a self-assessment to track their daily speaking in four areas: whole class discussions, group discussion participation, peer/partner group discussion participation, and initiating understanding by raising their hand to ask questions. As a result, students using the self-assessment showed an increase in whole class participation. Students participated mostly in a small group and peer/partner group speaking participation.

In conclusion, core content teachers and non-core content teachers noticed an increase in speaking when students were using the self-assessments. EBLs need self-assessments to motivate them to speak or use oral communication in core content classes. This helps them to be more aware of speaking in class. The data indicated an increase in whole-class speaking and peer/partner group speaking. Furthermore the data revealed that EBLs need to have a safe place in the classroom to be comfortable enough to speak, and EBLs feel more comfortable speaking in smaller groups than in whole class settings.

"This experience gave me the **confidence** to have more effective and efficient communication with teachers, and **bridge the gap in communication** between the students and teachers to gain a better perspective of improving speaking for EBLs".

Transition Into General Education

What teacher supports are needed to ensure that students successfully transition from the Functional Skills setting to the General Education setting?

As I moved into my new role as an Instructional Coach I noticed that the students who transitioned from the Functional Skills setting to the General Education setting on the Alternate Academic Diploma (AAD) track seemed to be struggling majorly with the drastic change in their academic setting. After having conversations with the teachers about misunderstandings surrounding AAD, students' report cards, and attendance data, I decided that a checklist for the teacher could be a potential solution. The checklist would include common accommodations that a teacher could provide to a student who is newly transitioning. It covered environment, effective use of time, modifications, and accommodations. This checklist would serve as a reminder for teachers to provide the listed supports to promote overall student success during the transition.

After adopting the checklist, the teacher and the students experienced outcomes that were successful. Teachers used the checklist as a guide to help them in day-to-day classroom operations. Although the teachers were given IEPs at a glance, teachers reported that the checklist was more accessible during instructional time. This project was very impactful because student attendance and classroom performance increased for students transitioning to the general education classroom.

Lanette Moore

Special Education
Westside Middle School

The Importance of Bringing the Community to Our Students to Bridge the Gap Between Secondary and Post-Secondary Life

What do my students' need in order to be successful citizens in today's society?

I began my project by observing and learning about the services offered to students post-high school. I casually engaged students in conversations by asking basic questions such as, what are your plans when you leave high school and/or what steps will you take to achieve the goals you have set for yourself. I looked at IEP Transition plans/goals, actual and instructional grade levels, attendance, teacher observations, and grades. Aligning these constructs, I saw a need to set goals that were more realistic and achievable for my students.

I put together a Transition Fair that brought together multiple providers and vendors that touched each area that a student needed to address his/her post-secondary plans, i.e., attending college or seeking employment and what services are available to address what they perceived as their immediate need. Those in attendance included employers within their communities, providers who could help link services that are available such as transportation, Vocational Rehabilitation services, legal services for parents who wanted information about their student's goals and life post-high school, and other agencies that could step in to fill the gaps that we may have missed as a school. I found that our students, as well as our parents, were not knowledgeable about the available services they have. This led to my impact project to ensure our students and parents are better informed and equipped for life outside of high school.

Deborah Dixon

Special Education
Hillcrest High School

Equipping Teachers With a PASS

How can teachers be better equipped with accommodations that effectively support the needs of their students?

PASS stands for Practical Accommodations for Student Success. The PASS is a running document of accommodations that have been used successfully at Compass Midtown to better meet the needs of all students. The PASS covers the following topics: Presentation, Assignments, Communication/Response, Scheduling/Timing, and Setting/Environment.

The PASS discusses the 3 learning types of students and what accommodations MAY work when trying to meet the needs of those students. As always, it is noted that not all accommodations are appropriate for all students or even all classes. The idea of the PASS is for a teacher to use it during the planning stage of their lessons and document different ways to meet students where they are in order for students to have the most success in their learning. Not all accommodations should be used daily or even hourly as class/student dynamics change. This running record of accommodations is there to support the amazing job teachers are already doing in their classrooms.

During the timeframe of the project, teachers completed surveys at the beginning and end of each week identifying the "grows" and "glows" of using the PASS in their classroom. Each survey was on a 5-point scale. Teachers grew from a 2/5 at the beginning of the project to a 4.5 in understanding what accommodations are. Teachers grew from a 2/5 to a 3.5/5 in implementing accommodations throughout CFUs, classroom activities, and developing differentiated lessons. Student growth in participation, independence, and student-student responses all grew from a 2/5 to a 4/5 by the end of the project.

Elizabeth Fry

Special Education
Compass Midtown

The Impact of Teacher Led Guardian Support

How can teacher led support for guardians impact student growth?

In my project I utilized newsletters, extra-credit opportunities, and annotations on homework and other practice work to support guardians in assisting their scholars with work at home. My primary method of instruction was newsletters. I provided specific academic feedback to guardians from in-class remediation. I utilized resources provided in class such as videos, step-by-step processes, acronyms etc. to help increase academic growth on iReady diagnostic test.

The results over 75% of students met their typical growth (a year of growth) and stretch (over a year of growth). Of these scholars, 60% turned in homework, communicated about scholar's worked through text or phone calls. Those who did not meet their iReady goals were not as involved, had low attendance, and did not participate in extra work or practice.

Kei-Shae McCrary

General Education
Cornerstone Prep

"I was also able to **build a community of professionals** devoted to special populations and their academic growth. This gave me the **support** and **confidence** needs to try news methods in the classroom".

Play Hard to Work Harder

Can increasing social and extra-curricular activities in the classroom effectively increase students' ability to focus and remain engaged during instruction?

As a functional skills educator, I understand the importance of teaching "the whole child." Many scholars have social-emotional deficits that adversely impact their ability to engage with others. Their educational plans include goals and objectives that support them in this area. As the year progressed, new students were enrolled or transferred to my class from a general education class. Most of these scholars were kindergarteners and struggled to thrive in a structured environment. We experienced many screams, outbursts, and aggressive behavior as modes of escape from tasks and transitions. My classroom culture began to decline. The older scholars began to be negatively affected by their new peers. They became distracted and frustrated, which also led to disruptive behaviors.

In summary, students were more engaged, focused, and our class culture was improved. Students showed academic growth per standardized assessments, and their desire to attend school increased.

Estella Smith

Special Education
Journey Hanley

I'm Ready: A Qualitative Approach to Promoting Student Engagement and Accountability

How can I increase student engagement and accountability in iReady and Progress Monitoring in order to increase foundational skill and ultimately increase student academic achievement?

My exceptional students were seemingly disengaged in iReady Reading & iReady Math because of the "negative" stigma that came with doing "baby" work. Additionally, they felt a "sense of monotony" from "always" having to do iReady without incentive. These factors together minimized their acquisition of foundational skills and limited their academic achievement in school coursework, district assessments and state level testing as a result of foundational deficits. Teach students the power of goal setting.

69% of students demonstrated growth in math according to iReady diagnostic data. 53% average math growth amongst all participating students. 54% of students demonstrated growth in reading according to iReady diagnostic data. 53% average reading growth amongst all participating students.

Student Accountability Forms allowed for students to reflect on whether they had met their weekly goal. When they were having tough weeks, they could refer to this to remember how they had overcome tough weeks in the past.

Data Trackers allowed students to get familiar with scale counting, and various graphs but more importantly, it allowed them to visually see red, yellow, blue, & green lines to determine whether they have fell below time expectations (0- 49 min) , was approaching time expectations (49-75 min), met time expectations (76-90 min) or exceeded time expectations (90 min +).

Robin Brice

Special Education
Grandview Heights Middle School

Bridging the Gap with Behavior Before an Exceptional Children's Referral

How can students with behavior concerns be supported best before being referred?

Students were being referred to Exceptional services due to having behavior concerns and suspected disabilities. There was "not a chance" for behaviors to improve. What I discovered was that teachers & counselors did not know what to do as far as interventions or strategies, maintain classroom management, or other support options that could have been put in place.

I found out that, when I devoted a few minutes every morning to set the students tone, their chances of success in the classrooms increased. Both students needed someone neutral to help them to be successful. Consistency, building rapport, and listening was the key.

Cindy Fox

Instructional Resource
Bruce Elementary

Increasing Accommodations in the General Education Setting

How can we support general education teachers in implementing accommodations with fidelity?

Working at KIPP Collegiate High School, I noticed that consistent implementation of accommodations among general education teachers was a point of concern for the Student Support team. Accommodations not being given with fidelity to students with IEPs was a contributing factor into why students were struggling to pass their assessments and assignments. Therefore, I decided to address how I could support teachers in implementing accommodations and tracking the effect it had on student performance.

I lead whole staff professional development sessions in which I would focus on best practices for identifying, creating, and implementing accommodations in all subject areas. I also selected one department of focus: the 11th and 12th grade Composition classes. I pushed into their department meetings and worked on specific accommodations that would be the highest leverage for Composition teachers to implement. These targeted sessions allowed for real time feedback and suggestions.

Upon analyzing the 11th and 12th grade composition assessment grades between Quarter 2 and Quarter 3, there was a clear improvement in student grades and mastery of content. I came to the conclusion that department-focused PD sessions are the best way to support general education teachers in giving accommodations with fidelity. Smaller PD sessions were much more effective than whole staff sessions because I was able to target specific skill gaps and give

Faryal Mirza

Student Support Services Chair
KIPP Nashville Collegiate High School

Acknowledgements

We would like to thank the DLC Fellows for their commitment to continuous learning and their fierce advocacy for diverse learners. We were continuously inspired by their work and the spirit of collaboration they brought to each session, in person and virtual.

Thank you, also, to the school leaders who endorsed their Fellows' participation in the inaugural class of the Fellowship. Their support meant greater outcomes for students often left behind.

We are also very grateful for the generous contributions of the Scarlett Foundation, Nashville Public Education Foundation, Briggs Foundation, and many other generous supporters. Their financial support made our work possible.

The Fellowship continues to demonstrate that engaging teachers in the development of diverse learner best practices and leadership skills builds teacher efficacy and learner success. Through this work, diverse learners in our state will access more prepared, confident, and effective teachers year after year.

This work is just beginning. If you are interested in learning more about the work of the Diverse Learners Cooperative, please visit our website or get in touch with us directly. We look forward to partnering with you in supporting all learners to reach their fullest potential.

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