

C O O L

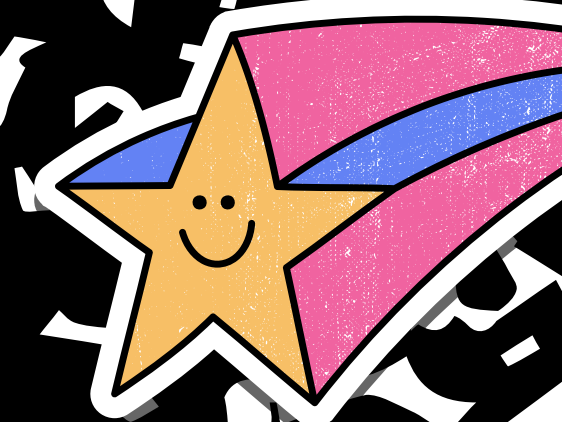
# INSTRUCTIONAL SUPPORT FOR TEACHERS IN HIGH NEEDS SETTINGS

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The Lesson Study Process

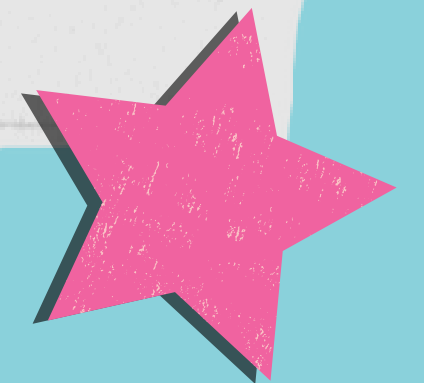
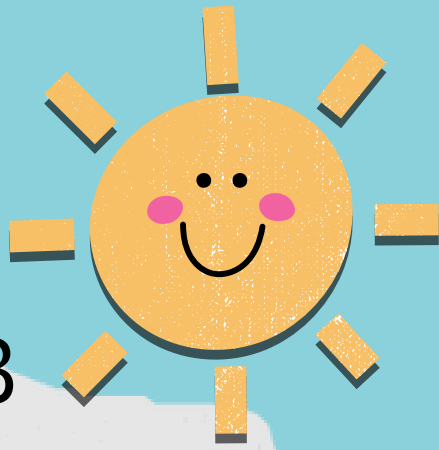
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CT Aspiring Special Education  
Leaders Academy 24-25  
Erika Rivera

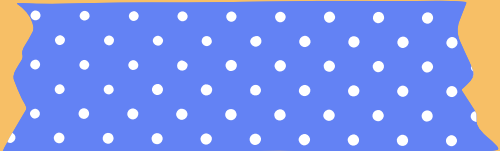
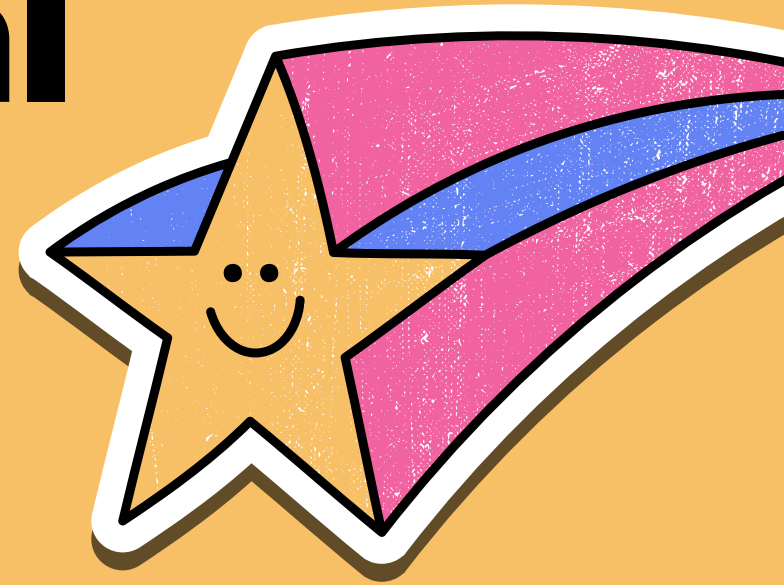


# Introduction to the RISE (Reaching Individual Success & Excellence) Self- Contained program

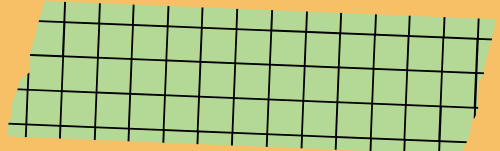
- Low staff to student ratio (8 students: 3 adults) for ***students with trauma and social, emotional or behavioral challenges***
- 1 special education teacher who acts in classroom teacher role
- 2 para professional adult supports per classroom
- 2 behavior technicians per program
- 1 clinical social worker per program



# Challenge Area: Instructional Support for Teachers




Academic content expertise  
vs.  
SPED content expertise



Teaching whole class tier 1  
curriculum, tier 2 small group &  
tier 3 individualized plans



Behavior management/ Trauma-  
informed expertise



\*Lesson Planning  
\*Writing Individual Education Plan  
(IEP) goals & objectives

# Actions Taken

- teacher survey to develop understanding of teachers needs
  - continuously measured
- shared teacher planning time
- scheduled teacher time with math and ELA coaches
- conducted three rounds of “lesson study” process
  - weekly 1:1 with teacher lead to guide process
- weekly team review of IEP PLOPS/goals & objectives in learning session w/SPED Director





# Outcomes



1

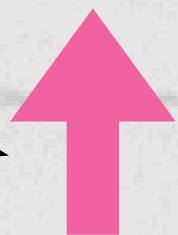
correlation found between support provided and teachers belief/confidence in performing job duties

2



confidence delivering academic instruction in ELA & Math

3



confidence in creating “just right” special ed accommodations

4

teacher retention + improved teacher skill set in all areas





# Thank you!

Do you have any questions  
for me before you go?

*Dream*

