TEACHING STUDENTS WITH DISABILITIES IN THE INCLUSIVE CLASSROOM: FOSTERING COLLABORATION BETWEEN SPECIALISTS AND NONSPECIALISTS

By

Lisa Marie Flores

A dissertation submitted to the Department of Educational Leadership & Policy Studies,

College of Education

in partial fulfillment of the requirements for the degree of

Doctor of Education

in Professional Leadership

Chair of Committee: Dr. Kristi L. Santi

Committee Member: Dr. Jacqueline Hawkins

Committee Member: Dr. Jennifer Cobb

Committee Member: Dr. Heather Harydzak

University of Houston

December 2020

Abstract

Background: A review of the literature of general education and special education teachers' efforts to collaborate in an inclusion setting revealed existing barriers they encounter day-to-day working with students with disabilities. In particular, there is (a) a lack of involvement of general education teachers' participation in the creation of students' Individualized Education Plans (IEPs) that raises concern about how the targeted learning needs of students with disabilities are being addressed in inclusive settings, (b) nonspecialist teachers who do not feel prepared to work with students with disabilities or did not feel supported by their specialist co-teacher, and (c) the lack of understanding and proper use of diagnostic assessment data to meet the individual needs of students with disabilities. **Research Question 1.** What, if any, is the relationship between total experience for all education professionals (administrators, teachers, and instructional coaches) and their use of diagnostic assessment data for students with disabilities? **Research Question 2.** What, if any, is the difference in the current level of knowledge and experience of administrators, teachers, and instructional coaches based on their use of diagnostic assessment data for students with disabilities? **Research Question 3.** What, if any, is the difference in the current level of knowledge and experience in elementary and secondary school levels based on their use of diagnostic assessment data for students with disabilities? **Research Question 4.** How often does the district offer professional development specifically related to the practice of inclusion? What is the attendance breakdown by the educational title? **Method**: The current research utilized a descriptive, casual comparative design combined with quantitative survey data. The study was conducted in a suburban school district in Southeast Texas. The district enrolled

9,389 students, of which 739 (7.9%) have disabilities, and a total of 553 teachers, 25 campus administration, 132 professional supports, and 113 education aides. A Spearman rho correlation coefficient analysis was conducted to determine the relationship between the total experience of administrators, teachers, and instructional coaches based on their roles regarding diagnostic assessment data for students with disabilities in the 2019–2020 school year. A One-Way Anova was also conducted to determine the differences in the current level of knowledge and experience of administrators, teachers, and instructional coaches based on their roles regarding diagnostic assessment data for students with disabilities in the 2019–2020 school year. Lastly, the investigator analyzed special education inclusion, professional development opportunities. **Results**: There were no statistically significant relationship or difference between years of experience and how or when the data were shared, between years of position type and how or when the data were shared, nor between the school level and how or when the data were shared. For the second research question, there were more general education and special education teachers who attended inclusion PDs when compared to instructional coaches and campus administrators. Additionally, when analyzing PDs offered more frequently, there was a greater turnout for general education teachers when compared to PDs that were offered less frequently. **Conclusion**: According to the survey data, all special education teachers were involved in the IEP planning and sharing of data for students with disabilities, alternatively, some general education teachers still faced barriers when being included in the sharing of data towards the creation of students' IEP goals in special education. In addition, professional development centered around inclusion should be offered more frequently in order for more general education and instructional specialists

to attend them. It was the case that when teachers had more choices for times and titles of professional development, they tended to be actively participating in the selection being offered by the district.

Keywords: collaborate, inclusion, diagnostic assessment data

Table of Contents

List of Tables

Table Page

List of Figures

Chapter I

Introduction

Students in special education must learn grade-level content for mastery and take the annual state assessment to ensure adequate academic growth in all content areas. Despite these mandates, students with special needs continue to struggle academically and remain behind their peers without disabilities. According to the Texas Education Agency's *Texas Academic Performance Report* (TEA, 2018), the following breakdown represents third-grade students who approached grade level in the area of reading as determined by the 2017–2018 State of Texas Assessments of Academic Readiness (STAAR) performance standards: 52% of students in special education, 66% African American students,74% Hispanic students, 87% White students,75% American Indian, 80% Pacific Islander, 92% Asian, and 71% of students considered economically disadvantaged. Overall, 77% of students in Texas approached grade-level standards on the Grade 3 STAAR reading test (see Table 1). *Approached Grade Level*, one of four performance categories defined under STAAR performance standards, indicates that a student is likely to succeed in the next grade or course with a targeted academic intervention (TEA, 2018). Ultimately, students in special education continue to fall behind academically compared to other peers without disabilities.

Table 1

Third Grade Students who Approached Grade Level on STAAR Reading in the 2017-2018 school year.

Group	Percent of Students

Special Education	52
African American	66
Hispanic	74
White	87
American Indian	75
Pacific Islander	80
Asian	92
Economically Disadvantaged	71
Total	77

Texas Education Agency's *Texas Academic Performance Report* (TEA, 2018)

Numerous factors contribute to the ongoing problems in special education. The purpose of the study is to explore the current level of knowledge of teachers, instructional coaches, and administrators regarding the use of diagnostic assessment data for students with disabilities. Secondly, to determine what professional development opportunities have been provided that train teachers, instructional coaches, and administrators on the interpretation and the use of assessment data to inform instruction. This study will also determine teachers', instructional coaches', and administrators' attitudes towards the inclusion of students with disabilities in the general education setting.

For this study's purpose, *collaborative effort* refers to the communication between general education and special education teachers about meeting students' individual needs with disabilities in an inclusive setting. An inclusion setting typically consists of educating special education students in a general education classroom through a co-teaching model or a special education teacher serving as a consultant (Scruggs et al.,

2007). Co-teaching involves one general education teacher paired with one special education teacher, and together they promote effective instruction (Scruggs et al., 2007). The primary purpose of co-teaching is to jointly deliver instruction to a diverse group of students, including those with disabilities or other special needs, in a general education setting that flexibly meets their learning needs (Friend, 2008). As a partnership between two professionals with varying degrees of expertise, co-teaching is a reasonable approach to the increasing challenge of a single professional keeping up with all the knowledge and skills necessary to meet the diverse student population's instructional needs. The purpose of co-teaching is to increase students' chances of success by making it possible for students with disabilities to access the general education curriculum while receiving specialized instructional strategies that support their learning (Friend et al., 2010). However, many factors make co-teaching experiences less desirable for teachers, which impacts student progress and success. Five basic co-teaching models provide opportunities to use specialized instructional strategies for students with various learning needs. The first model, One Teach, One Drift (Friend et al., 2010), employs a strategy of one teacher being responsible for instruction while the other drifts among students, monitor students, and provides feedback to the teacher responsible for instruction on each student’s attention and participation. In another model known as Station Teaching (Friend et al., 2010), the co-teachers split the content into two parts and students into three groups; two of the groups are each instructed by a teacher while the third group works independently, and the groups rotate station-to-station. This method allows teachers to break content into smaller tasks, making it easier to ensure students are focused and learning. Parallel Teaching (Friend et al., 2010), on the other hand, is a model in which

two teachers split the class into two groups and teach the same content to their respective smaller group of students. This model allows teachers to modify the instructional delivery of the same content material to meet the students' needs. The Alternative Teaching model (Friend et al., 2010) includes content instruction by one teacher to a large group of students and remedial instruction by the other teacher to a small group of students. The teacher working with the small groups of students can modify the delivery of content, control the delivery of consequences and rewards, and closely monitor and observe students. Finally, in the Team Teaching model (Friend et al., 2010), co-teachers alternate or function as a "tag-team" in delivering instruction to the entire class. Both teachers can manage confusion, inattention, and disruption among students and issues can be addressed during the flow of instruction. In order to provide multiple learning opportunities for various learners, the five coteaching models are best used as a whole system. Thus a co-teaching team's reliance on only one model and exclusion of other models is one factor that effectively disrupts the use of all coteaching models. Relying on a single model may mean that one teacher does not participate actively in instruction or planning, which may lead to a lack of interest on the nonparticipating teacher's part and a disregard for that teacher on the students' part (Friend et al., 2010).

In contrast to coteaching, a consultation model offers the general education teacher access to a special education teacher for guidance on how to deliver quality instruction to all students but in particular to students with disabilities. The consultation model is one way the special education teachers share their expertise and thus work collaboratively with many general education teachers. When the collaboration is successful, it can be a good route to full inclusion (Cook et al., 1999). The special

educator might instruct the general education teacher to other resources or demonstrate the use of materials, equipment, or methods. Furthermore, if the general education teacher is aware of the individual needs of students, is skilled at meeting those needs, and is able to acquire appropriate materials or other instructional methods for them, then that teacher may not require the direct services of specialists; rather, the expertise of the general education teacher may be able to meet students' needs without special education expertise (Hallahan et al., 2012).

In order to work successfully in an inclusive environment, administrators, instructional coaches, and teachers must assess their current level of knowledge on the use of diagnostic assessment data to plan instruction. In addition, a review of professional development opportunities whereby teachers and administrators are trained on the use of diagnostic assessment data is also required.

Collaborative Efforts of Inclusion Models

Previous research studies have explored the collaborative efforts of both general education and special education teachers. They have determined that a lack of training and support for coteaching can lead to unsuccessful planning and teaching among co-teachers. However, when partner teachers have a positive approach to coteaching, children benefit from having both teachers in the classroom (Bronson & Dentith, 2014). Moreover, a school's environment plays a vital role in supporting both general and special education teachers when working with students in special education (Isherwood & Barger-Anderson, 2008). In one study, coteaching was an arranged partnership determined by the school administrator based on school schedules and available resources; teacher personalities and styles were not considered during the

implementation, which led to an incompatible match between partners. Additionally, co-teachers had difficulty assuming roles and taking responsibility for tasks in the classroom. Overall, there was a lack of administrative support, validation, and teacher input into the co-teaching initiative.

Attitudes of Teachers, Administrators, and Students Toward Inclusion Models

The attitudes of teachers, administrators, and students toward an inclusive classroom play a crucial role in determining the success of students in special education. The attitudes of teachers toward instructing students in an inclusive classroom can vary. Some teachers favor inclusion practices when provided with support from the administrator (Bronson & Dentith, 2014), while others do not think inclusion practices meet the needs of all learners (Cook et al., 1999).

Administrators generally have expressed positive attitudes toward the inclusion of students with mild disabilities, with special education teachers serving as consultants. However, administrators were less likely to protect the resources needed for special education students to succeed in an inclusion classroom. The lack of protection of student resources suggests that principals see inclusion as a cost-saving measure, which may further explain the expansion of inclusion and less desired outcomes for students in special education. Furthermore, with the increased demands of accountability and high-stakes testing, administrators may view inclusion as a way to redirect special education resources to higher performing students who are more likely to affect mean test scores positively. This, in turn, may make administrators less likely to recognize and address the resource-hungry nature of inclusion reforms (Cook et al., 1999).

Moreover, when professional development was provided to college students who

were provided guided, supervised teaching (preservice teachers) in an effort to promote inclusive practices and implement individualized educational programs (IEPs) for special education students through embedded instruction, students had better outcomes both academically and socially. In contrast, teachers who did not receive professional development on inclusion felt they were neither prepared to work with students with disabilities nor obligated to do so. Thus, the practice of implementing students' IEP goals through embedded instruction got mixed reviews from teachers (Horn et al., 2000).

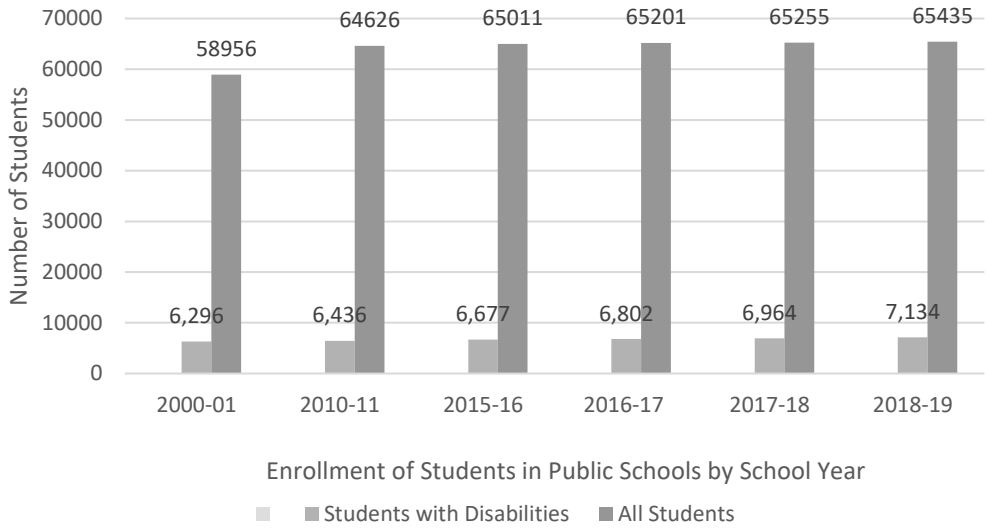
This study will further explore how both general and special education teachers can enhance collaborative efforts to effectively plan and determine how to meet best the needs of students with disabilities in an inclusive education setting. This study will contribute to educational research and practice by determining the differences in the current level of knowledge and experiences of administrators, teachers, and instructional coaches based on their roles in regard to the use of diagnostic assessment data for students with disabilities. This study will also explore what professional development opportunities have been offered by inclusion practices in a selected school district and determine if anyone attends the sessions. The study will determine the differences in teachers, administrators, and instructional coaches' attitudes toward the inclusion model.

Special Education

Many children qualify for special education services and receive instruction in general education inclusive classrooms with the assistance of support, modifications, and accommodations to the general education curriculum. According to the National Center for Education Statistics (NCES, 2019), the number of students enrolled in public schools receiving special education services increased in number (see Figure 1).

Figure 1

General Education and Special Education Enrollment

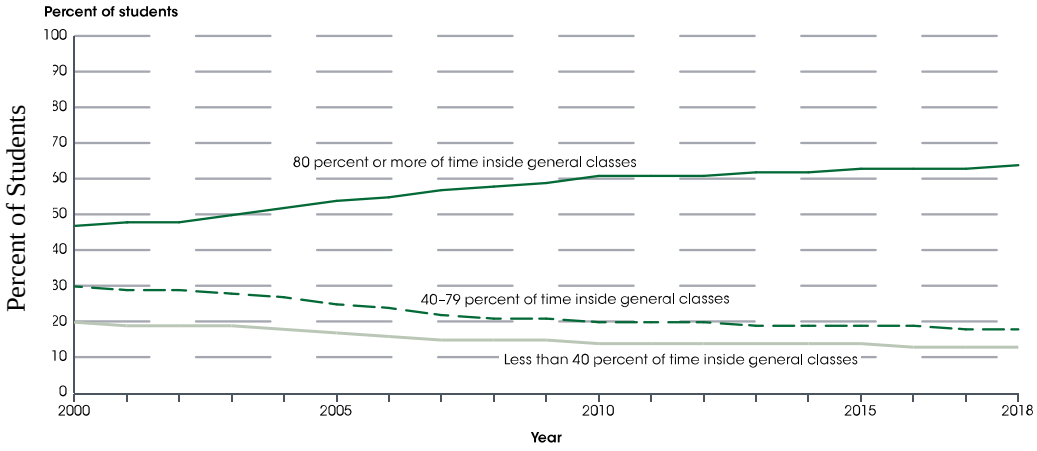


Source. NCES Fast Facts, 2019.

In the 2016-2017 school year, there were 477,281 or 9% of students in special education out of 5,359,217 students in the state of Texas (TEA, 2017a). According to NCES (2019), in the 2015 fall semester, 95% of 6- to 21-year-old students in special education were served in public schools, with only 3% served in separate schools and 1% in private schools. Overall, 57% of special education students receive academic instruction for more than 80% of the day in general education classrooms (Figure 2: NCES, 2019).

Figure 2

Time spent in educational settings for students with disabilities aged 6-21: Fall 2000-Fall 2018



Source: NCES, 2019.

Moreover, teachers view themselves as “one kind of teacher” relative to their certification areas (Blanton et al., 2011). For example, a teacher may be certified as an elementary or middle school teacher, bilingual specialist, English as a Second Language teacher, or a special education teacher; aside from his or her certifications, that teacher may be instructing students with special needs who demonstrate a variety of needs in their classrooms on a daily basis. The mentality of being only “one kind of teacher” is one of the key barriers that hinder the full implementation of inclusion. College preparation programs also foster this perspective by maintaining separate programs based on specific certification areas in which teachers choose to teach. Additionally, a second key barrier to inclusive education is that too many teachers feel they have not been sufficiently prepared to address the diverse needs of students (Blanton et al., 2011). Factors such as lack of common planning times, scheduling issues, lack of support from administrators, and insufficient professional development are impeding the successful

implementation of inclusion and professional growth in the area of special education (Isherwood & Barger-Anderson, 2008).

Holding the Educational System Accountable with Federal and State Standards

Regulations from federal and state laws have created greater demands on teachers. The regulations hold the overall educational system accountable for educating all students at the optimal level, regardless of students' ethnicity or socioeconomic status. Moreover, special education teachers' roles have drastically changed from being a lead teacher in a self-contained or resource classroom. Special educators have become members of teams or groups where they act as consultants and help general education teachers or therapists plan for students with disabilities. Others work as collaborative partners with general education teachers and plan for and instruct all students in an inclusive classroom (Haynes & Dev, 2015). Consequently, special education teachers in secondary schools, where the focus is usually on content (subject) areas, sometimes take on a role subordinate to that of the general education teacher (Rice & Zigmond, 2000; Scruggs et al., 2007). Ultimately, students in special education are required to participate in the district and statewide standardized assessments; therefore, they must have equal opportunities and exposure to district-wide curriculum standards. Similarly, both general education and special education teachers must work collaboratively to ensure their needs are met.

National Context

Elementary and Secondary School Act

The Elementary and Secondary Education Act (ESEA, 1965), passed by President

Lyndon B. Johnson as part of his efforts on “War on Poverty,” emphasized equal access to education and established high standards and accountability. It also aimed to reduce all students' achievement gap by providing students with equal and fair opportunities to receive a quality education. The act provided funding for elementary and secondary education. The funding was authorized for instructional materials, professional development, resources to support educational programs, and parental involvement promotion. The following year, the ESEA Act was amended with Title VI, which specifically addressed the need for aid in special education by adding funding for grants for pilot programs to develop better programs for children with disabilities.

Since ESEA’s enactment, the government has reauthorized the act every five years. The most current reauthorization, known as the Every Student Succeeds Act (ESSA, 20 U.S.C. § 6311, 2015), focuses on preparing students for college success. ESSA intends to advance equity by maintaining critical protections for America’s disadvantaged and high-need students. Also, ESSA expects that there will be accountability and action to create constructive change in our lowest-achieving schools and increased access to high-quality preschools.

Special education

In 1975, the Education for All Handicapped Children Act (P.L. 94-142) was enacted to meet the educational needs of students with disabilities. The law had four purposes set in place to improve access to education for children with disabilities across the nation: (a) to ensure that students with disabilities receive a "free appropriate public education," (b) to protect the rights of children with disabilities and those of their parents, (c) "to assist States and localities to provide for the education of all children with

disabilities," and (d) "to assess and assure the effectiveness of efforts to educate all children with disabilities" (Education for All Handicapped Children Act, 1975, as cited in Office of Special Education and Rehabilitative Services, 2010). The law supported more than a million children who were excluded from the educational system at that time. Additionally, the law also supported children with disabilities who had limited access to the educational system, which had denied them a free appropriate public education (Office of Special Education and Rehabilitative Services, 2010).

While the law has undergone several revisions since the initial authorization in 1975, its fundamental purpose has remained the same. The most current law, the Individuals with Disabilities Education Improvement Act (IDEA), which was passed in 2004 and reviewed in a history prepared by the (Office of Special Education and Rehabilitative Services, 2010; U.S. Department of Education), continues to ensure services to students with disabilities throughout the nation. This law allows federal agencies to oversee how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities (IDEA, 2012). Children and youth ages 3 through 21 receive special education and related services under IDEA Part B (U.S. Department of Education, 2017). Part B focuses on ensuring students with disabilities receive a free and appropriate public education, meaning there is no cost to receiving services. Finally, suppose school staff or parents suspect a student may have a disability that impacts their learning or behavior. In that case, the student is entitled to an evaluation in areas of the suspected disability.

Prior to IDEA, it is estimated that four million children with disabilities were

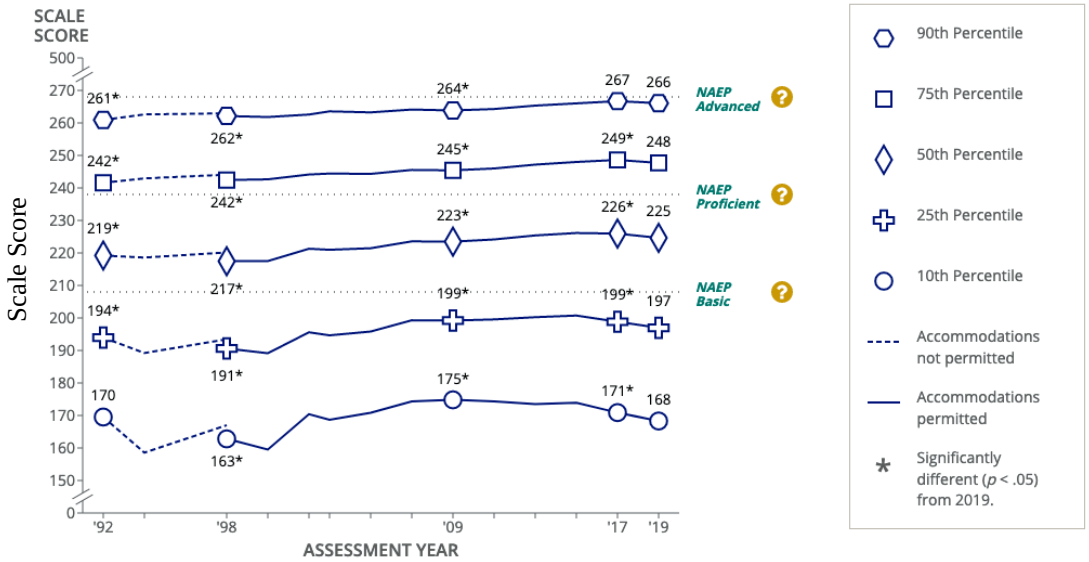
denied access to public education. Students with disabilities were generally not allowed to attend public schools, but when they were, they were placed in secluded classrooms or classrooms without adequate support (American Psychological Association, 2018). The significance of IDEA as a matter of social justice for students with disabilities needs to be underscored. The intent has always been to treat students with disabilities as equals to their peers without disabilities.

Reading achievement in the United States.

According to the National Assessment of Educational Progress (NAEP, 2019), students are rated using scale scores (*basic*, *proficient*, or *advanced*) on the results pages of standardized assessments (Figure 3).

Figure 3

Trends in fourth-grade NAEP reading as reported on the Nation's Report Card



Source. 2019 NAEP Reading Assessment Highlights.

NAEP assessment results are reported as average scores on a 0—500 scale for the

subjects of reading, math, U.S. history, and geography or on a 0—300 scale score for science, writing, and civics. In 2015, more than one-third of students in Grade 4 (34%) and Grade 8 (36%) performed at or above the proficient achievement level in reading. However, fourth-grade reading achievement in 2015 did not differ significantly from 2013 reading scores, but it was higher than the average score in 1992, the first reading assessment year. In comparison, the overall average score of eighth-grade students in 2015 declined compared to the previous assessment in 2013, yet the 2015 score was higher than the initial assessment year of 1992.

State Context

In Texas, the TEA is responsible for the implementation of the Texas Education Code of 1995. This code states that public education's mission is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate in our state and nation's social, economic, and educational opportunities. The academic goals are to ensure students will demonstrate exemplary performance in reading and writing English language arts, mathematics, science, and social studies.

According to the Special Education Code of 1995, the agency is responsible for implementing a statewide design, consistent with federal law, for the delivery of services to children with all disabilities in the State of Texas. This includes the rules and administration of the special education program's funding so that a free appropriate public education is available to all children between 3 and 21.

In 1997, Texas implemented more challenging content standards, the Texas Essential Knowledge and Skills (TEKS), to guide the public education system regarding

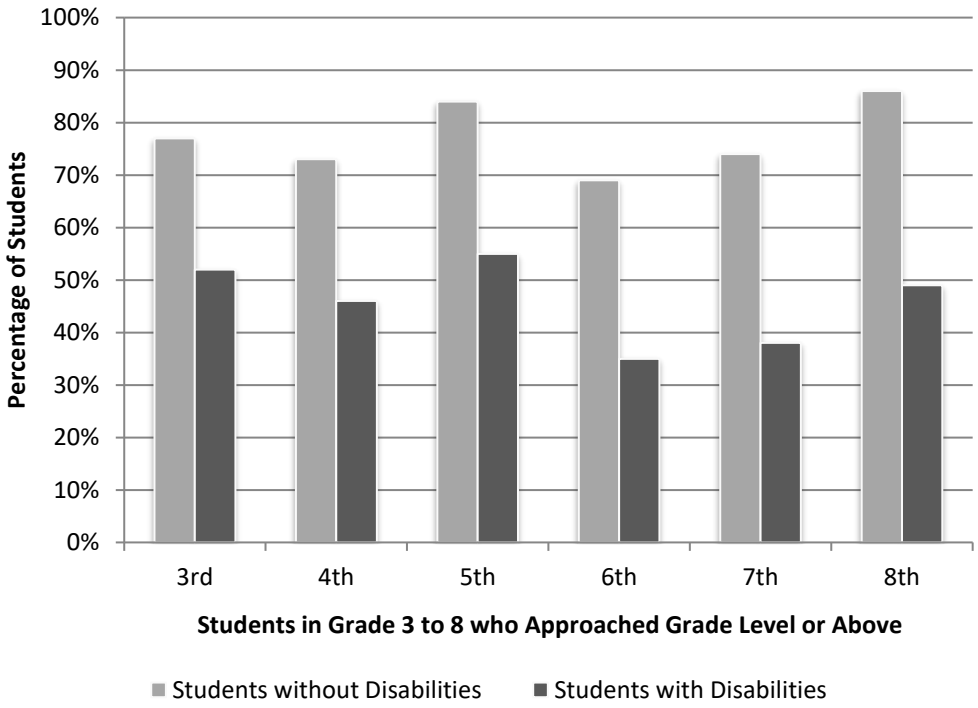
the knowledge and skills students should know and master at the end of each grade level (TEA, 2017b). The state standards also apply to students in special education, who must also demonstrate mastery of academic state standardized assessments. Therefore, for students to demonstrate mastery of grade-level TEKS, school districts need to provide additional professional development to school administrators, teachers, and school support staff on the importance of collaborative efforts and effective planning of general education and special education teachers. This should include content coaches, special education instructional specialists, and program specialists. Strong relationships with colleagues and positive perceptions of the school environment are likely to increase commitment levels for special educators and general educators (Jones, Youngs, & Frank, 2013).

Reading Achievement in Texas in the 2017-2018 School Year

Of the students without disabilities in the third grade who were administered the State of Texas Assessments of Academic Readiness (STAAR) assessment for reading, 77% approached grade level or above standards in the State of Texas, whereas 52% of students with disabilities in the third grade approached grade level or above. Figure 4 illustrates this comparison in performance on the STAAR reading assessment between students with and without disabilities in Grades 3 to 8.

Figure 4

STAAR reading results of students with and without disabilities

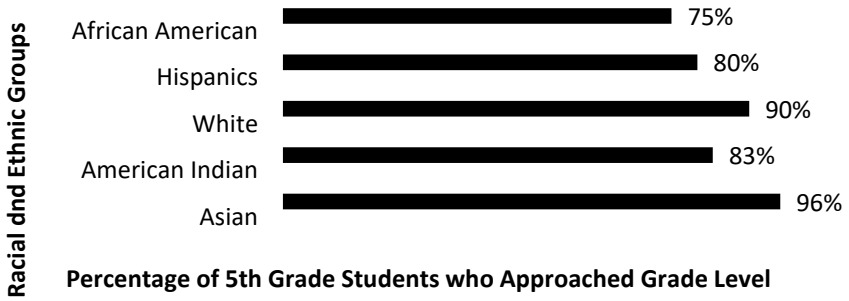


Source: TEA (2018).

Figure 5 describes all students' percentages by ethnic groups that approached grade-level standards on the fifth-grade STAAR reading assessment in the 2017-2018 school year. Fifty-five percent of students with disabilities approached grade-level standards on the fifth-grade STAAR reading assessment, which is the smallest percentage compared to all other students' groups. Figure 5 shows fifth-grade students in Texas who approached grade level on the Reading STAAR assessment by ethnic groups. The breakdown of those who approached grade-level standards was 75% of African American students, 79% of economically disadvantaged students, 80% of Hispanic students, 83% percent of American Indian students, 90% of White students, and 96% percent of Asian students.

Figure 5

STAAR reading results by ethnicity for fifth-grade students with and without disabilities



Source. Adapted from TEA, 2018

Research Questions

Research Question 1. What, if any, is the relationship between total experience for all education professionals (administrators, teachers, and instructional coaches) and their use of diagnostic assessment data for students with disabilities?

Research Question 2. What, if any, is the difference in the current level of knowledge and experience of administrators, teachers, and instructional coaches based on their use of diagnostic assessment data for students with disabilities?

Research Question 3. What, if any, is the difference in the current level of knowledge and experience in elementary and secondary school levels based on their use of diagnostic assessment data for students with disabilities?

Research Question 4. How often does the district offer professional development specifically related to the practice of inclusion? What is the attendance breakdown by the educational title?

Definition of Terms

For the study's purpose, the following operational definition of terms is provided to guide the reader in understanding the operational definitions used throughout the study.

Full and Individual Evaluation. An FIE is a comprehensive assessment of the child in all areas related to the suspected disability. It identifies all of the child's special education and related services needs, whether or not they are commonly linked to the disability category in which the child has been classified (APA, 2018).

Student at-a-glance profile. A quick reference sheet detailing a student's likes, dislikes, reinforcers, IEP goals, and cognitive and academic strengths and weaknesses along with recommendations for instruction (Autism Circuit, n.d.)

Diagnostic assessment. A detailed evaluation of a child's strengths and weaknesses in several areas, such as cognitive function, academic performance, language, behavioral, emotional, and social functioning (Sattler, 2008).

Consultation. A consultation model offers the general education teacher access to a special education teacher to deliver quality instruction to all students but, in particular, students with disabilities (Cook et al., 1999).

CoTeaching. Coteaching involves one general education teacher paired with one special education teacher; together, they can deliver effective instruction (Scruggs et al., 2007).

Inclusion. An inclusion setting typically consists of educating special education students in a general education classroom. Both teachers teach within a co-teaching model, or the special education teacher serves as a consultant to the general education

teacher who teaches (Scruggs et al., 2007).

Chapter II

Literature Review

Various researchers (Austin, 2001; Shogren et al., 2015; Haynes & Dev, 2015; Cook et al., 1999; Male, 2011; Bronson & Dentith, 2014; Isherwood & Barger-Anderson, 2008; Horn et al., 2000; Gleason-Peet & Santi, 2019; Scruggs et al., 2007; Jones, 2012) have explored the collaborative efforts of both general and special education teachers, including teachers', administrators', and students' attitudes towards inclusion, and professional development outcomes for educators working with students in special education. Furthermore, studies examine teachers' knowledge of implementing special education students' IEP goals and accommodations/modifications in a general education setting. Conversely, there is a lack of research focused on teachers', administrators, and instructional coaches' awareness of the cognitive and academic strengths and weaknesses of students with disabilities and the best methods for meeting the learner's individualized needs.

Austin (2001) wanted to know how educators teaching collaboratively perceived their current positions in the classroom, what teaching practices collaborators found effective, and what kind of teacher preparation co-teachers recommended. The sample included 139 collaborative teachers from nine school districts in northern New Jersey who taught in kindergarten through Grade 12. The focus of the study was to determine important factors affecting collaborative teaching, including effective strategies both valued and used important teacher preparations and valued school-based reports. Austin (2001) concluded that secondary schools are more prepared for coteaching than elementary schools. Although his findings did not correlate with existing research, his

study indicated that secondary schools were more prepared for coteaching than elementary schools were; however, this finding specified that either there was a low response rate from coteachers at the elementary level or it suggested that inclusive education was more developed at the secondary level than elementary levels. Moreover, general education teachers perceived themselves as having more classroom duties than their special education collaborative teaching partners, and collaborative teachers who had access to preparations and supports listed them as less valuable than represented in theory. In general, secondary school teachers have more opportunities to plan and co-teach with one another because they are assigned to one or two classrooms versus teachers in elementary schools where special education teachers are assigned to multiple classrooms and grade levels. This difference in the type of assignments for special education teachers in elementary school exacerbates the problem of lack of planning time, which negatively affects collaboration opportunities.

Attitudes Toward Inclusion

Attitudes of Education Professionals

Administrators' attitudes towards the inclusion of students with disabilities have also been studied. In a seminal study, Cook et al. (1999) investigated 49 principals and 64 special education teachers' attitudes regarding students with mild disabilities. This sample was part of a more extensive study conducted in two southern California counties with 57 diverse schools (33 elementary and 24 junior high schools) participated in the study. Results indicated the attitudes toward the efficacy of inclusion included placements with consultative services, the academic outcomes associated with inclusion placements, and the protection of resources devoted to students with mild disabilities correlated most

highly with the discriminant function. Questionnaires with 27 questions and responses were recorded for both principals and special education teacher attitudes. Administrators were less favorable for protecting resources for students with mild disabilities, whereas special education teachers favored the protection of students' resources. Also, not all special education teachers agreed that students' inclusion would increase students with disabilities.

Gleason-Peet and Santi (2019) investigated why teachers were opposed to including students with disabilities in their classrooms. The study sought to explore which potential barriers are associated with teachers who oppose inclusion. Sample descriptive characteristics included 70 pre-service teachers, six of whom were interviewed. The interviews consisted of two formats: (a) one-on-one with one pre-service teacher and the researcher and (b) a researcher-lead small focus group with five pre-service teachers in under one hour. These pre-service participants were in training for an undergraduate, general education degree at a public, tier 1 university. The second portion of the survey included 100 participants who took the experienced teacher survey. Those participants who were considered experienced had a five-year teaching background with grade levels ranging from prekindergarten to college. Only 79 out of 100 of these surveys were computed into the results because of listwise exclusion of non-response items; cases included non-response items because some participants reported less than five years of teaching experience.

During these online surveys using SurveyMonkey, experienced teachers were asked if they were willing to participate in an interview. Interviews with participants were audio-recorded using an iPhone. The data was analyzed using ethnographic data analysis

strategies, including thinking, triangulation, patterns, themes, and categories. To increase the validity of the responses during the interview portion of this study, clarifying questions were asked to keep the participants on track. Scores from the open-ended surveys on SurveyMonkey via the original Facebook post were inputted into Excel and averaged to obtain experienced participants for the study's interview portion. Seventy-nine of the 100 participants completed the survey, and of those, 36 participants consented to be contacted for an interview and provided personal contact information. Scores were next sorted by ascending order from highly negative to highly positive attitudinal scores toward inclusion. Then, scores were divided into two groups: positive and negative attitudes toward inclusion. Two teachers from each group who obtained positive and negative reactions were selected for an interview. Interview information was collected and analyzed from pre-service and experienced teachers. The study results revealed that all teachers entered education because they were passionate about teaching and working with children. In this study, preservice teachers supported the idea of every child having an equal opportunity. However, in practice, many experienced teachers were not supportive of including children with special needs. Also, preservice teachers did not have a deep or clear understanding of inclusion. Many of the preservice teachers did not clearly understand what inclusion meant or which students fell under the umbrella of special education.

Additionally, none of the participants knew about their districts' perceptions of inclusion. Overall, the most mentioned perceived barriers to inclusive education among all participants included lack of training, lack of exposure, disruptiveness of behavior, and the teachers' lack of control. This study reveals how training of inclusion practices in

college education programs must be improved to change teachers' perspectives of inclusion.

General and Special Education Students' Attitudes Toward Inclusion

Shogren et al. (2015) focused on examining the experiences of students with and without disabilities being educated in inclusive schools, documenting their perceptions of inclusion, the culture of their school, and the practices that were implemented to support all students. The sample included 86 student participants, 53 without disabilities, and 33 with disabilities. The students' grade levels ranged from Grades 1 to 8. Of the sample, 62% of students without disabilities were female, and 38% of the students with disabilities were female. Disability and non-disability group participants in the third grade or above were selected for diversity (i.e., different classrooms, social networks). Each focus group had facilitators (doctoral students or researchers) and a notetaker and lasted approximately one hour. Individual interviews lasted about 15 minutes. Facilitators used guiding and open-ended questions.

The results from the interviews demonstrated that students with and without disabilities in schools that were identified as promoting inclusive schoolwide transformation through one or more domains in the Schoolwide Integrated Framework for Transformation (SWIFT) clearly identified unique features of their schools, fully benefited from inclusion practices, and felt a sense of community among all learners. The interviews also suggested that students with disabilities prefer to remain in their classrooms with their peers without disabilities, learning the same material but using accommodations and supports. This study shows how positive working relationships among collaborative teachers benefits all students in the classroom

Inclusive Classroom

Professional development instruction in the area of special education plays an important role in informing educators about what an inclusive model should look like and what to expect when working with students in special education. Male (2011) wanted to determine if a professional development program in special and inclusive education would effectively achieve an attitudinal shift in teachers. The study included students from the United Kingdom, Africa, and continental Europe. There were 37 female students and 11 male students enrolled in a master's program in special and inclusive education, and all held a bachelor's degree in education with valid teacher certifications. The study aimed to raise awareness of the various issues and dilemmas in the field of special and inclusive education, with reference to certain specific learning difficulties and disabilities. The 10-week module comprised ten 3-hour face-to-face teaching sessions plus 1- to 2-hour individual tutorial sessions. Students were expected to engage in about 30 hours of independent study over the ten weeks. A questionnaire (Attitudes Towards Inclusive Education Scale [ATIES]) was used with each teacher; it comprised 16 items. The respondents provided degrees of agreement on a 1–6 scale for four categories of inclusion: physical/sensory, social, academic, and behavioral. Results suggested that participants had more positive attitudes toward the inclusion of pupils with physical/sensory difficulties, social difficulties, and academic difficulties than toward pupils with behavioral difficulties.

Co-Teaching Model

Bronson and Dentith (2014) focused on the outcomes of effective co-teaching. The purpose of their study was to examine partner-teaching relationships and its' effects

on student achievement. Systematic observations were conducted over one year. Two researchers performed one observation per month, and individual and focus group interviews with the teachers and the school principal. Descriptive data on the school, drawn from informal conversations with other teachers, school demographics, and children's achievements on classroom-based assessments, were also analyzed. The outcome suggested that a lack of training and support for coteaching can lead to unsuccessful planning and teaching among co-teachers. When partner teachers had a positive approach to coteaching, the children benefited from having both teachers in the classroom. Also, when teachers shared ideas and planned lessons together, partner teaching worked effectively. Establishing positive co-relationships allows both teachers to share their unique teaching styles and implement various strategies. Since the special education teacher is an expert at accommodating individual student needs, having both teachers work together can benefit students tremendously. Conversely, when co-teaching partners have not established a working relationship, then students do not benefit from having two teachers in the classroom.

A school's environment plays a vital role in supporting both general and special education teachers who work with students in special education. For example, Isherwood and Barger-Anderson (2008) studied factors in a suburban middle school in Western Pennsylvania that affect the successful adoption of coteaching relationships between regular and special education teachers. Researchers were to study the adoption of co-teaching models and relationships as they occurred naturally without manipulating or controlling them. The participants were regular education teachers, three special education teachers, an instructional support teacher, and one speech and language

pathologist. All teachers co-taught at least one class per day, and several co-taught three classes per day. Teachers had from 4 to 32 years of teaching experience. No teacher had previous coteaching experience. The study results indicated that coteaching was a partnership arranged by the school administrator who made decisions based on school schedules and available resources; however, teacher personalities and styles were not considered during the implementation. This led to incompatible matches between partners. Second, co-teachers had difficulty assuming roles and taking responsibility for tasks in the classroom. Third, there was a lack of administrative support, validation, and teacher input into the co-teaching initiative. Overall, suppose teacher personalities and styles are not considered when establishing co-teacher arrangements. In that case, both teachers may fail to establish a working relationship that effectively implements differentiating strategies for individual learners.

IEP implementation

The lack of involvement of general education teachers' participation in creating students' IEPs raises concerns about how the targeted learning needs of students with disabilities are being addressed in inclusive settings (Rotter, 2014). This is still true, given that research has shown how IEPs can be incorporated into learning. Horn et al. (2000) suggested using embedded learning opportunities to support children's IEP goals in an inclusive setting. Embedding is defined as an activity-based intervention. The intervention approach's goal was to create and use authentic activities to enhance children's development and learning. Two case studies were performed. Descriptive characteristics included 12 children, ages 3 and 4 years old, with a lead and assistant teacher. The second case study included two team teachers in an inclusion kindergarten

class with two student participants, with one child diagnosed with cerebral palsy. One student was diagnosed with severe speech delays, and the other student was diagnosed with mental retardation, though the diagnosis was later changed to severe speech delays. A multiple baseline procedure across behaviors design was used to assess the intervention's effects across the teacher-child pair using embedded learning opportunities (ELOs) to enhance children's development and learning. Direct observation of 15-minute videotaped segments of the intervention and generalization activity was recorded using a partial interval time sampling procedure. Three codes were used to measure the data taken: teacher cue, child response, and teacher feedback to child response. Results indicated that teachers were pleased with the ELO approach to children's IEP objectives. They also had positive comments about the procedures used to teach them how to implement an ELO approach. When questioned about ELO implementation's ease and effectiveness for meeting IEP objectives, the teachers had mixed perceptions. One teacher embedded learning goals in station activities and during whole-group instruction. The second teacher felt that embedding learning goals in the whole-group instruction singled the child out because that child was receiving more attention than the other students. Overall, there were mixed reviews of the implementation of ELOs. Children who participated in the study increased their respective learning objectives when provided with greater planned learning opportunities; however, it did not prove that embedding was responsible for the changes. When implementing embedded goals in instruction, the approach selected needs to match the child, the activity context, and the objective.

Jones (2012) sought to explore the use of the special education student-at-a-

glance (SESG), which is an approach conceptualized based on best-practice research to help professionals overcome some of the known barriers to collaboration and thus facilitate more effective collaborative efforts between special education teachers, general educators, and paraprofessionals. The SESG consisted of three forms: Beginning of Year form, End of Year form, and Inclusion Running Record. The Beginning of Year and End of Year forms were suggested as a collaboration tool to be used by special educators to disseminate IEP information to general educators. The Inclusion Running Record was proposed to foster collaboration and support paraprofessionals providing services for students with disabilities in general education settings. Additionally, general education teachers have a responsibility to design and implement curricula, specifically following the IEP that was developed by the IEP team. When there is a failure to implement the IEP exactly as stated, the consequences can result in an inappropriate education for students, negative teacher evaluation, due process hearings, and personal lawsuits. One reason for failure to implement students' IEPs is teachers may not be familiar with the IEP paperwork and what it entails. Also, there is no standard format for presenting the information in the IEP. Jones (2012) suggested using the SESG: Beginning of Year form, which is intended to (a) provide a format conducive to quick referencing, (b) facilitate student tracking, and (c) ensure that teachers are adequately familiar with the services each student requires. This would require special education teachers to conduct appointments to meet with general education teachers who are servicing students in special education. The general education teacher would then summarize all the important components of the IEP into this form. The Inclusion Running Record requires paraprofessionals with inclusionary duties to complete the form each day for every

student they work with, therefore, holding paraprofessionals accountable. Overall, there has been discussion about how to use SESG to assist general educators, special educators, and paraprofessionals in ways that effectively present the information in an IEP while also ensuring students are progressing towards their IEP goals and accommodations used to help students access the general education curriculum.

Use of Assessment Data to Guide Instruction

Santi and Vaughn (2007) explain how teaching is centered around the use of progress monitoring. Progress monitoring is used to guide instruction, particularly for students who are low performing. However, teachers aren't fully prepared to administer progress monitoring assessments, nor do they know how to interpret the results to utilize the data to guide instruction for students. Ongoing progress monitoring is an assessment that teachers can administer and quickly interpret the results from so they can change instruction for their students, whether it's through individualized instruction, small group instruction, or whole group instruction in an area of need. This issue focused on assisting teachers in linking their progress monitoring/curriculum-based measures to instructional practices associated with improved outcomes for students with learning difficulties. Santi and Vaughn described several articles that provided support for preparing current and future teachers on the appropriate use of progress monitoring measures. This information revealed that teachers needed more support and professional development geared towards using assessment data to drive students' instruction.

Their work aligns with research showing how the use of data can improve instructional practices. What gap remains is that little research has been conducted in the area of how educators use data to inform their instructional practices (Schifter et al.,

2014). Fisher and Frey (2015) revealed how teachers are currently using data ranging from low-tech to high-tech applications. Low-tech applications may involve the use of exit slips in which each student provides a short response to questions related to the lesson. Students complete at the end of each lesson, and teachers use this type of data to determine whether students understood the lesson. Then teachers will use the exit slips in various ways to have the students either look at mistakes made or to give them chances to build upon their answers.

Moreover, high-tech applications for gathering and using data may include teachers using technology tools and apps such as ‘Plickers’ where teachers can download cards that contain QR codes from the site and given to each student. Each student is assigned a card, and teachers can use it to pose subject content to students. Students respond using their cards, and teachers can instantly gather data. The data can help teachers adjust instruction to meet their students' needs and avoid spending time reteaching content to students who have already mastered it. Compared to previous research on teachers gathering and using data, new research shows that teachers are becoming more innovative in using data to guide instruction. These new findings suggest that teachers are more prepared to gather and use assessment data to tailor their instruction to meet their students' needs.

Adams (2013) investigated the perceptions regular education teachers have of the Response to Intervention (RTI) framework and the Progress Monitoring Process. Participants of the study included 246 K–3 regular education teachers from 4 Northeast Tennessee school systems. The survey achieved a 42% return rate for a total of 104 participants. Specifically, this research assessed K–3 regular education teachers’

perceptions of the RTI framework as a whole, the progress monitoring process, readiness to implement an RTI framework, the effectiveness of the professional development opportunities they had been provided by their school systems regarding RTI, and the efficacy of RTI on the academic growth of their at-risk students. Overall, perceptions of the RTI framework were positive. Quantitative data were collected through the use of a survey. The survey was field-tested to establish the instrument's content validity and improve the questions used and the format of the instrument. The survey instrument consisted of 35 statements requesting respondents to indicate their degree of agreement on a 5-point Likert scale ranging from strongly disagree to strongly agree, along with five items used to gather demographic information. This study's participants were a sample of kindergarten, first-, second-, and third-grade regular education teachers employed in four Upper East Tennessee school systems. Overall, results indicated the respondents had a significantly positive perception of their knowledge of the RTI framework. The respondents had a significantly positive perception of their knowledge of the progress-monitoring process.

Moreover, respondents had a significantly positive perception of their ability to implement the RTI framework and had a significantly positive perception of the professional development they had received regarding the RTI framework. Results also indicated the respondents had a significantly positive perception of the RTI framework's effect on their students' academic growth. However, there was some contradiction among various researchers in which they explored the perceptions of using the RTI model to monitor students' progress. Gallagher et al. (2008) found that most regular education teachers did not possess formal knowledge or training to collect and interpret formative

assessment data nor to implement appropriate interventions based on those data. These findings suggest that teachers' assessment data may vary depending on the school districts' training types. More professional development in this area is beneficial to the successful implementation of RTI. Compared to previous years, RTI was not used for referring students for a special education evaluation; however, teachers' use of assessment data has progressed over the years.

Schildkamp et al. (2016) focused on conditions for effective data use in schools. They studied the extent to which school organizational characteristics, data characteristics, user characteristics, and collaboration influenced data to use for (1) accountability, (2) school development, and (3) instruction. Schildkamp et al. (2016) explored data and factors promoting or hindering it in schools. A quantitative methodology was employed, administered a survey in a large sample of Dutch secondary schools. This study took place in Dutch secondary education. In the Netherlands, there are 659 secondary education schools with a total of 1,339 locations. The survey was sent to a convenience sample of 10% of all the country's schools, 66 schools, and 140 school locations. A total of 27 schools (40.9%) and 69 school locations (51.4%) participated in the survey; 1,073 teachers completed the survey. Languages were the main subject taught for most teachers (27%), followed by science (23%) and social studies (12%). Culture, physical education, economics, and other subjects were represented by less than 10% of our sample. More teachers (55%) worked in higher secondary education grades than in the lower grades (45%). For the first research question regarding the extent to which teachers use data, descriptive analyses presenting mean was conducted including standard deviation, minimum, maximum, and median of the data use scales for accountability,

school development, and instruction. For the second research question regarding factors influencing data use, they conducted multilevel analyses to determine the extent to which data used for accountability and data use for school development. Also, the data used for instruction are influenced by school organizational characteristics, data characteristics, user characteristics, and collaboration. Teachers scored the highest on data use for accountability. They also scored relatively high on school development. This meant that teachers generally agreed with statements such as: In our school, we use external evaluations (e.g., from the inspection) to improve (school development). The data we use for accountability purposes (e.g., for parents, the inspection) represent the reality (accountability). However, teachers seemed to make less use of data for instructional purposes. For this scale, the possible answers were "never, yearly, a couple of times per year, monthly, weekly, and a couple of times per week." Nearly all items were scored between "yearly" and "a couple of times per year." For example, "Formulating learning goals for individual students" was scored 2.53 on average, between yearly and a couple of times per year. One item, "Identifying needs of and planning and adjusting instruction for gifted students," even had a mean score between "never" and "yearly" (1.95). Another item, "Investigating why students make particular mistakes," received a mean score between "a couple of times per year" to "monthly" (2.51). On the other hand, "Providing students with feedback on their learning process" was scored 3.95, so almost "monthly" on average. In addition, teachers tended to answer "I don't know" on several items about accountability and school development. Concerning accountability, teachers answered, "I don't know," on average, 1.34 times (out of 3 items). With regard to school development, this was, on average, 2.31 times (out of 9 items), and concerning instruction, this was

0.97 times (out of 12 items). Thus, teachers are often not aware of whether data are used for accountability and school development. These “don’t know” and “not applicable” responses also explain the reduced number of respondents included in the descriptive analyses on the data use scales. This study shows that schools seem to be making greater use of data for accountability and school development than instructional purposes. Moreover, the results showed that multiple respondents answered “I don’t know” on items about data use for accountability, data use for school development, and data use for instruction. Even on the instruction scale, a number of teachers answered, “I don’t know” to several questions about how they use data in their classroom. However, on average, teachers only use data for instruction between “yearly” and “a couple of times per year.” Generally, based on this study, teachers are using data for accountability purposes rather than instructional purposes. Having support from administrators and offering professional development opportunities to use assessment data will further help teachers for instructional purposes. Thus, a strong focus on data use for accountability can have negative consequences, such as focusing only on the specific type of students who can help improve teacher status on accountability indicators (e.g., “bubble kids”), cheating to improve the status on accountability indicators, teaching to the test, excluding certain students from a test, and encouraging low performing students to drop out (Ehren & Swanborn, 2012; Hamilton, Stecher, & Yuan, 2009).

Overall, research outcomes from others suggest that establishing positive collaborative relationships between general and special education teachers must be supported by their administrators and have a common planning time to prepare and plan lessons accordingly (Isherwood & Barger-Anderson, 2008). Teachers' attitudes toward

inclusion reform had mixed reviews because some teachers did not feel prepared to work with students with disabilities or did not feel supported by their respective co-teaching partners. Principals and students had more positive attitudes towards implementing inclusion models, whether through co-teaching or consultation services. When professional development was offered to teachers to support the implementation of inclusion models, teachers were more prepared and willing to work together to meet students' individual learning and behavioral needs. Moreover, there was research about the Student Profile (Student at a Glance) document, which gave specific recommendations on how it should be utilized to disseminate the information in a student's IEP to those working closely with students in special education. Thus, there is a lack of research that explores teachers' knowledge of student at-a-glance use.

Nationally, there is a disconnect in research on the use of diagnostic assessment data to meet the individual needs of students with disabilities. Generally, diagnostic assessment data are written in a student's full and individual evaluation (FIE). The assessment scores, recommendations of possible accommodations, and proposed strategies for each student are summarized into a document called Student at a Glance (Profile). This profile is a tool that special education teachers and general education teachers are then expected to implement within their classrooms to individualize instruction for students.

Use of Professional Development Opportunities to Advance Education

The next step in solving the problem of practice is to offer teachers, support staff, and administrators a professional development program entailing effective ways to work with students with disabilities based on their academic and cognitive abilities, which are

written in the student profile (Student at-a-Glance). A student profile, unique to each child and completed by the educational diagnostician or a licensed school psychologist, entails a brief summary of a student's cognitive and academic strengths and weaknesses. The seven cognitive areas that are tested include (a) crystallized intelligence, (b) fluid reasoning, (c) long-term storage and retrieval, (d) short-term memory, (e) auditory processing, (f) visual processing, and (g) processing speed. The academic areas that are tested include reading, writing, and math. Based on each child's disability condition, diagnostic academic achievement tests are given to assess students' overall knowledge of academics. When looking at specific strengths and weaknesses for students with learning disabilities, additional assessments may be administered.

Additionally, knowing how to teach and build upon students' strengths to overcome weaknesses is key to minimizing the achievement gap when working with students in special education. The accommodations and modifications created in student IEPs are formulated according to the student's learning needs. Providing teachers and instructional coaches with information on their students' cognitive and academic intelligence and with professional development opportunities to impart the know-how for utilizing the Student at-a-Glance document to instruct students in special education will further help close the achievement gaps of students with disabilities. To assist in helping to the achievement gap, the study outlined here will further enhance older study findings on the use of assessment data to help guide instruction for students by determining the current level of knowledge of administrators, instructional specialists, and teachers on the use of diagnostic assessment data to inform instruction.

For the purpose of this study, survey research involves any measurement

procedure that questions respondents. A survey can be anything from a short, paper-and-pencil feedback form to an intensive, one-on-one, in-depth interview. Surveys can be divided into two main categories: a questionnaire and an interview (Trochim, 2006). A questionnaire is a set of questions in a paper-and-pencil or computer format that typically measures many variables. Questionnaires may include open-ended items, which require individuals to write responses in their own words. Questionnaires might also include closed-ended items, which require individuals to choose among options (Gall et al., 2015). Using questions that can vary from multiple-choice to open-ended queries, questionnaires are a practical way of gathering data from targeted groups; moreover, administering a survey to a large audience is possible, and collecting the results can be quick and convenient.

In this research study, surveys will be sent to participants via email. The advantages of sending surveys through email include being inexpensive or even cost-free. In addition, online and email surveys allow respondents to maintain their anonymity. They also can be administered without time constraints, allowing respondents to answer questionnaires at their own pace. Disadvantages to surveys may include dishonest answers, unanswered questions, and differences in understanding and interpreting the questions being asked, leading to skewed results. Also, a survey cannot fully capture emotional responses or feelings. Open-ended questions allow for individualized answers, which cannot be quantified and must be reviewed by a human. Lack of accessibility may also be a threat, especially to those who are illiterate or have hearing or visual impairments (Debois, 2019).

Summary

Various research studies have explored both the benefits and barriers of coteaching (Austin, 2001; Bronson & Dentith, 2014; Cook et al., 1999; Gleason-Peet & Santi, 2019; Haynes & Dev, 2015; Horn et al., 2000; Isherwood & Barger-Anderson, 2008; Jones, 2012; Male, 2011; Scruggs et al., 2007; and Shogren et al., 2015). Overall, studies suggested that when co-teachers collaborated and worked to build working relationships with one another, there were more positive outcomes to coteaching (Bronson & Dentith, 2014; Shogren et al., 2015). As a result, students benefited from having two teachers in the classroom.

Conversely, the lack of training and support for co-teaching can lead to unsuccessful planning and teaching among co-teachers Bronson and Dentith (2014). Additionally, when their school environment, including administrators, supported teachers, they were more likely to have more successful co-teaching experiences Isherwood and Barger-Anderson (2008). Other studies had shown that teachers did not feel fully supported by their co-teaching partners when teachers did not have positive co-teaching experiences. For example, if teacher personalities and styles were not considered when establishing co-teacher arrangements, both teachers found it challenging to develop a working relationship that effectively implemented differentiating strategies for individual learners (Isherwood and Barger-Anderson, 2008).

Many studies have examined teachers' and administrators' perceptions of students with disabilities in the general education classroom. Some teachers felt that they were not prepared to teach students with disabilities. Gleason-Peet and Santi (2019) investigated why teachers were opposed to including students with disabilities in their classrooms. The study results revealed that all teachers entered the field of education because they

were passionate about teaching and working with children. In this study, preservice teachers supported the idea of equal opportunity, but many experienced teachers were not supportive of including children with special needs. Also, preservice teachers did not have a deep or clear understanding of inclusion. Many of the preservice teachers did not clearly understand what inclusion meant or which students fell under the umbrella of special education. This study revealed how training in college education programs must be improved to change teachers' inclusion perspectives.

Additionally, principals and students had more positive attitudes towards implementing inclusion models, whether through co-teaching or consultation services. In a seminal study, Cook et al. (1999) indicated that principals and special education teachers hold significant differences in opinion regarding inclusion. Principals favored the inclusion of students with the support of special education teachers as a consult. They were less favorable for protecting resources for students with mild disabilities, whereas special education teachers highly favored the protection of students' resources. Also, administrators, including some special education teachers, agreed that students' inclusion would not increase the achievement of students with disabilities.

There have also been various studies on the use of assessment data to guide instruction. Compared to previous research on teachers gathering and using data, new research shows that teachers are becoming more innovative in using data to guide instruction. These new findings suggest that teachers are more prepared to gather and use assessment data to help tailor their instruction to meet their students' needs, Fisher and Frey (2015). Adams (2013) explored K−3 regular education teachers' perceptions of the RTI framework as a whole, their perceptions of the progress monitoring process, their

perceptions of their readiness to implement an RTI framework, their perceptions of the effectiveness of the professional development opportunities they had been provided by their school systems regarding RTI, and their perceptions of the efficacy of RTI on the academic growth of their at-risk students.

Overall, perceptions of the RTI framework were positive. Overall, results indicated the respondents had significantly positive perceptions of their knowledge of the RTI framework, positive perceptions of their knowledge of the progress-monitoring process, their ability to implement the RTI framework, a positive perception of the professional development they had received regarding the RTI framework and a significantly positive perception of the effect of the RTI framework on their students' academic growth (Adams, 2013).

Despite having positive effects on the use of assessment data to help teachers guide instruction, other studies have shown that focusing solely on data use for accountability can have adverse side effects, such as cheating to improve teacher status on accountability indicators, teaching to the test, excluding specific students from a test, and focusing on (e.g., bubble kids) to improve teacher accountability indicators, and encouraging low performing students to drop out (Ehren & Swanborn, 2012; Hamilton, Stecher, & Yuan, 2009).

Chapter III

Methodology

As the preceding chapter showed, collaboration between special education teachers and general education teachers creates an ideal setting for advancing student achievement and student motivation in the inclusive classroom. Many factors can impact that collaboration, positively or negatively affecting it and the students' educational experience. To better understand how collaboration is strengthened or weakened, this study answered four research questions (see below) by studying teachers and other instructional staff, administrators, and students.

Research Questions

Research Question 1. What, if any, is the relationship between total experience for all education professionals (administrators, teachers, and instructional coaches) and their use of diagnostic assessment data for students with disabilities?

Research Question 2. What, if any, is the difference in the current level of knowledge and experience of (administrators, teachers, and instructional coaches) based on their use of diagnostic assessment data for students with disabilities?

Research Question 3. What, if any, is the difference in the current level of knowledge and experience in elementary and secondary school levels based on their use of diagnostic assessment data for students with disabilities?

Research Question 4. How often does the district offer professional development specifically related to the practice of inclusion? What is the attendance breakdown by the educational title?

Research Design

The current research utilized a descriptive, casual comparative design combined with quantitative survey data. First, a survey was utilized to determine the current level of knowledge and experiences of administrators, teachers, and instructional coaches based on their roles in regard to the use of diagnostic assessment data for students with disabilities in the 2019–2020 school year. Second, the investigator analyzed special education inclusion, professional development opportunities using the 2015–2020 data.

Approval for this research was granted by the University of Houston's Institutional Review Board (IRB) and the superintendent for the school district in which the study was conducted (see Appendix A).

Setting

The study was conducted in a suburban school district in Southeast Texas. For the 2018– 2019 academic calendar year, the district enrolled 9,389 students, of which 739 (7.9%) have disabilities. Three hundred thirty students have intellectual disabilities, 153 have physical disabilities, 93 students have been diagnosed with autism, 148 students have behavioral difficulties, and 15 students have noncategorical early childhood difficulties. One hundred sixty-three students were classified under the category of Dyslexia, a reading disability (Texas Education Agency, Academic Performance Report, 2019).

Participants

The study included a random sample of administrators, instructional specialists, special education teachers, and general education teachers (see Table 2). This sample

covers two early childhood campuses, six elementary school campuses, two middle school campuses, and one high school campus in a suburban school district in Southeast Texas. The study is also representative of the administrators, instructional specialists, special education, and general education teachers. The district includes two high schools, two middle schools, six elementary schools, and two prekindergarten and kindergarten campuses to represent its entire student population. Characteristics of administrators, teachers, and instructional specialists included age, ethnic group, level of education, number of years in their current position, and gender identity.

Table 2

Population of Teachers in School District (N=553) and Participant Recruitment (N=52).

	Education Professionals	**Participant Recruitment**
Ethnic Group	n	n
African American	197	18
Hispanic	158	12
Caucasian	184	20
Asian	5	0
Two or More Races	5	1
Pacific Islander	4	1
Total	553	52

A total of 553 teachers, 25 campus administration, 132 professional supports, and 113 education aides were employed in the district at the time of the survey. The ethnic

background included 197 African American, 158 Hispanic teachers, 184 Caucasian teachers, five Asian teachers, five labeled as two or more races, and four Pacific Islanders. Of the 52 participants who completed the survey, 20 participants were Caucasian, 18 were African American, 12 were Hispanic, one participant Asian/pacific islander, and one participant was of multiple ethnicities.

Recruitment

Participant recruitment took place via email. A mass email was sent by the communication personnel of the school district to all staff members. The investigator expected 24 administrators, 18 instructional coaches, 25 special education teachers, and 77 general education teachers to represent the suburban school district in Southeast Texas during the 2019-2020 school year.

Instrumentation

Teacher Preparation: Logs

Texas regulation requires school districts to maintain a log of all professional development provided by the school district to all the teachers. The teachers' enrollment and tracking system within the urban-suburban school district utilized for this study are maintained via Eduphoria, part of an employee online district portal. The school district provided 118 professional development opportunities for special education inclusion practices taught by the special education department. The investigator analyzed each professional development session to determine which PD sessions explicitly focused on inclusionary practices for students with disabilities in the general education classroom.

Survey

The survey created for this study included a section on participant demographics. See Appendix B. The second section was focused on the interpretation and use of diagnostic assessments to guide instruction and knowledge of student profiles. The last section addressed the collaboration and creation of the Individualized Education Program (IEP) and participation in the Admission Review and Dismissal (ARD) process. The investigator created the questions utilized in the survey. An incentive for participation in completing this study's survey was offered to one participant in the form of a $10 Visa gift card. A raffle was conducted for participants who included their email addresses on the survey. The survey was distributed via the website survey monkey. The district's communications specialist emailed the link via a mass email to all district employees. The results of the survey will be utilized to propose future professional development topics for area districts.

Procedures

Professional Development Logs

The investigator analyzed and sorted through the professional development logs electronically and exported special education inclusion courses to an excel spreadsheet. The first item to review, was which courses (or PD) should be included in this analysis. Each PD session was evaluated by reviewing description and the developer to determine if they were focused on inclusive practices. Another option was to determine who was eligible to attend the sessions. If it was truly a training on inclusive practices, all school personnel would be invited to attend.

After the courses were selected, a review of who attended the session was evaluated. Each course indicated each attendee's name and number; however, attendees were not categorized by job title. The investigator manually searched each attendee's name and located job titles via email server and public school search. Some attendees were no longer in the school district; therefore, the investigator categorized those attendees as unknown. Two spreadsheets were created for the professional development courses, and attendees were organized by the following categories: general education teachers, special education teachers, instructional specialists, and administrators. Other types included instructional aids, special education aides, special education program specialists, educational diagnosticians, librarians, school counselors, athletic teachers, math coaches, and math instructional specialists. Each professional development session was analyzed to determine who attended special education inclusion courses. Additionally, the investigator manually searched each professional development session, then searched each attendee's name to determine the campus school name, which was an indicator of each attendee's grade range (e.g., prekindergarten-kindergarten; 1st- 5th, 6th-8th, and 9th-12th grades).

Teacher Survey

To determine the level of use and knowledge of data use for students with disabilities, a survey was developed. The survey was constructed using the variables from the literature review and the proposed research questions. The teacher survey was disseminated using an online survey instrument named Survey Monkey with the University of Houston Institutional Review Board (IRB) approval. With permission from the District Superintendent, the survey was introduced to district staff members via email

distribution. Participants had to provide consent by acknowledging and checking the consent box before opening the survey. The district could not offer separate emails to all teachers, instructional specialists, and administrators; therefore, a mass email was sent by the director of communication. The survey reached the intended participants' mid-February of 2020. However, due to the global pandemic, the school shut down in early March and was followed by a technology shut down. Thus, participation in the survey came to a halt. The investigator sent a reminder email after the technology issue was fixed in late March to obtain a greater sample size.

The survey results were exported by individualized responses for all questions from Survey Monkey to an Excel spreadsheet. A total of 22 survey questions minus the final question asking for their email should they want to partake in the drawing for the e-card were included in the analysis. Preloaded responses (i.e., Likert or multiple choice) accounted for 18 of the survey questions, and four items were open-ended. However, six preloaded questions allowed participants to specify additional or clarifying information (questions 1, 4, 5, 7, 8, and 9). Categorical values were completed for the preloaded items. Simultaneously, the open-ended questions were analyzed for categories in the responses or whether participants used the space to elaborate on a previously provided answer.

The survey was developed by using the research questions and the literature review. The survey was disseminated to several colleagues in special education to check for feasibility of the survey. Colleagues were asked in-person or via text message whether they would be willing to review the survey and provide feedback. The link was then sent to them via email server.

Data Analysis

Question 1. This question examined the relationship between total experience and the use of diagnostic data for students with disabilities. To answer this question, Spearman rank-order correlations were computed to assess the strength of this relationship.

Questions 2 and 3. The next two questions sought to determine what, if any, differences there were between the current level of knowledge and experience (first on position of educator, second on type of school) and the use of diagnostic data for students with disabilities. To answer this question, the one-way ANOVA was computed.

Question 4. For the fourth question, data were analyzed by conducting a count of professional development according to the number of PD sessions targeted explicitly to inclusion. The second analysis reported the number of different educational professionals who attended the PD (Prekindergarten-Kindergarten general education and special education teachers, 1-5 general and special educators, 6-8 general and special educators). A table listing each title of PD offered, which fits under the heading of inclusion and the number of times it was delivered, is also reported.

Chapter IV

Results

The investigator of the current study collected data for (1) exploring the current level of knowledge of teachers', instructional coaches,' and administrators' regarding the use of diagnostic assessment data for students with disabilities, and (2) determining what professional development opportunities have been provided that train teachers, instructional coaches', and administrators' on the interpretation and the use of assessment data to inform instruction.

Participants

Gender and Degree

Forty-four female participants completed the survey (see Table 3). Thirteen female participants had a bachelor's degree in general education, two female participants had a bachelor's degree in special education, 12 female general education teachers had master's degrees in general education, six female participants had a master's degrees in special education, and no female participants had doctoral degrees. Eight male participants completed the survey. One participant had a bachelor's degree in general education, one male participant had a bachelor's degree in special education, five male teachers had a master's degree in general education, one male teacher had a master's degree in special education, and there were no males reported to have doctoral degrees. Nine respondents indicated degrees outside of general education or special education. Eight respondents were female. Six had bachelor's degrees in other areas, for example, Marine Psychology-General Alternative Certification, two participants, held psychology

degrees, journalism and master's English, educational leadership, and one respondent indicated bachelor's degree outside of education. One male respondent indicated he held a Master's degree.

Table 3

Gender by Degree Type

	Degree Type					
Gender		Bachelor		Master	Bachelors	Masters
Total	GenEd	SPED	GenEd	SPED	Other	Other
F = 44	13	2	12	6	6	3
M = 8	1	1	5	1	0	1

Note. GenEd = General Education; SPED = Special Education

Current position

The participants in the survey were analyzed on several factors. Table 4 displays the current position of each participant. The categories from which the participants could pick included (a) special education, (b) general education, (c) principal, (d) assistant principal, (e) instructional coach, (f) other. Given the low return rate, the categories were collapsed into four main categories (a) special education teacher, (b) general education teacher, (c) administrator, (e) coach. Therefore, a participant in the other category who indicated they were a special education program specialist (*N*=2) was collapsed into an administrator based on the job description.

Table 4

Current Position in District

Position	***Frequency***
General Education	31
Special Education	12
Coach	5
Administrator	4
Total	52

As displayed in Table 4, 60% of the district's participants are currently employed as general education teachers, with 23% being general education teachers.

School Category

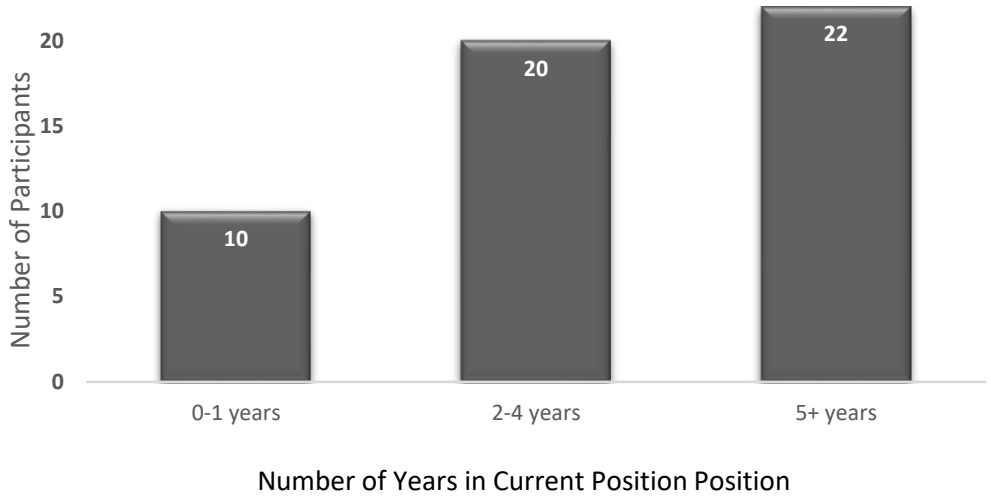
Survey question two was created to determine if participants worked in a primary school setting (K-5th) or secondary setting (6-12th grades). Overall, 24 participants worked in a primary school setting, while 28 participants worked in a secondary school setting.

Years in Current Position

Survey question three wanted to explore participants' work experience in their current position from 0-1 year, 2-4 years, and 5+ years (see Figure 6). Out of the 52 participants who completed the survey, 10 participants had 0-1 year of experience in their current position. In comparison, 20 participants had 2-4 years in their current position, and 22 participants had 5+ years of experience.

Figure 6

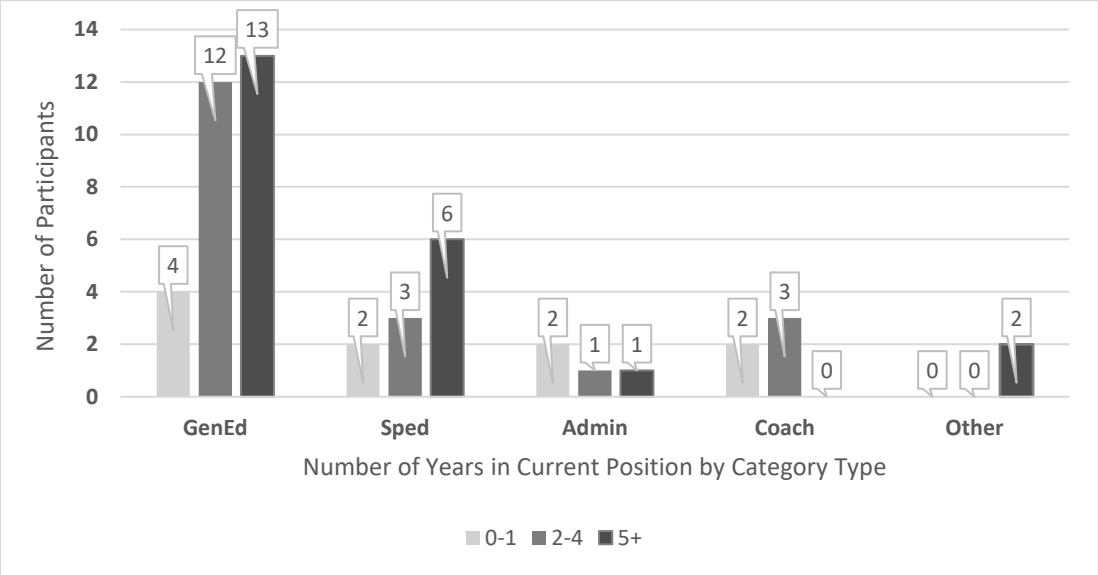
Participants' work experience in the current position



Ten participants held a first-year position which included four general education teachers, two special education teachers, two administrators, and two instructional coaches (see Figure 7). Of the 20 participants who held a position in the two to four-year range included 12 general education teachers, three special education teachers, one administrator, and three instructional coaches. Of the 22 participants who had 5 or more years in their current positions included 13 general education teachers, six special education teachers, and two who were categorized as Other.

Figure 7

Participants work experience in their current position



Certifications

Participants were asked to provide their current certifications (see Table 4). Thirteen participants had certifications as a general education teacher, 12 participants held special education certifications, one participant had a special education supplemental certification, one participant held a reading certification, and one had an instructional coach certification. Four participants held administrator certifications and two participants chose not applicable to their current teaching status. For the purpose of analysis, certification was collapsed into the following categories, as presented by the first certification each participant listed.

Table 5

Certifications

Certification	Frequency
Special Education	13
General Education	31
Coach	2
Administrator	4
Missing	2

Special Education Contact Experience

Out of the 52 participants in this study, 37 had two or more years of experience working with students with disabilities. Ten participants had 1-2 years of experience working with students with disabilities, and five participants had no experience working with students with disabilities.

Special Education Models

When asked about the background experience working in a specific type of special education model, participants had diverse backgrounds (Table 5). For the purpose of data analyses, the categories were collapsed into the following categories (a) all, (b) inclusionary setting (full inclusion, partial, and mainstream), (c) pullout, (d) Self-contained, and (e) none.

Table 6

Background in Models of Special Education

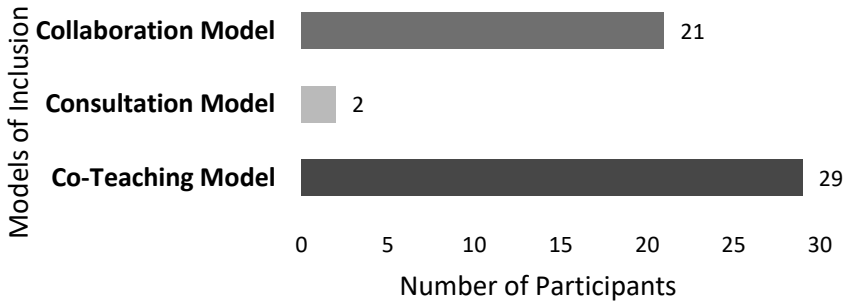
Model Type	Frequency
All	20
Inclusionary	25
Pullout Only	1
Self-Contained Only	1
No Response	3
Total	52

Campus Models

Co-teaching was the most widely reported campus model in use by the participants (see Figure 8).

Figure 8

Models of Inclusion Practiced at Participants' Campuses



Of the 52 participants who complete the survey, 28 participants reported the co-teaching model was practiced at their campus, 21 participants utilize the collaboration model at their campuses. Two participants use the consultation model at their campuses.

Table 7 displays the participants' self-report of their level of familiarity with the Student at a Glance profile document.

Table 7

Familiarity: Student at a Glance Profile

Familiarity Level	Frequency	Percent
Extremely	2	4
Very	3	6
Somewhat	10	19
Not so	16	30
Not at all	21	40

Out of the 52 participants who completed the survey, two participants were extremely familiar with the student profile, three participants were very familiar, 10 participants were somewhat familiar, 16 were not so familiar, and two participants were not at all familiar with the student profile.

Professional Development for Data Interpretation

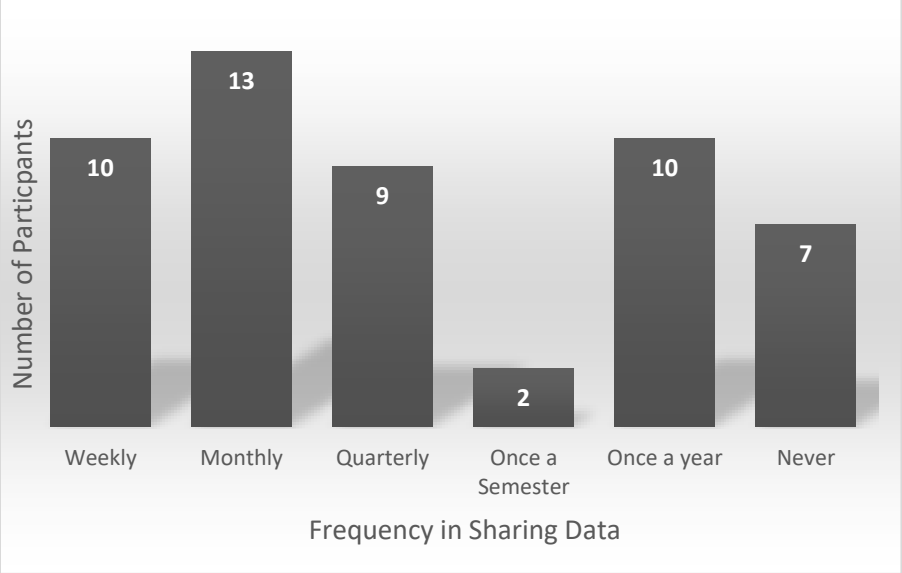
When asked about whether or not participants actively sought professional development opportunities to learn best practices around data interpretation to guide instruction, 65% said they did seek out opportunities.

Participant and Role in IEP Meetings

Participants were asked about their frequency in sharing data directly related to IEP goals. Ten participants' indicated they shared data weekly, 13 participants' shared monthly, nine participants' shared quarterly, two participants' shared once a semester, 10 participants' shared date once a year, and seven participants' indicated they were never given the opportunity to share data that was directly related to the IEP goals for students in special education.

Figure 9

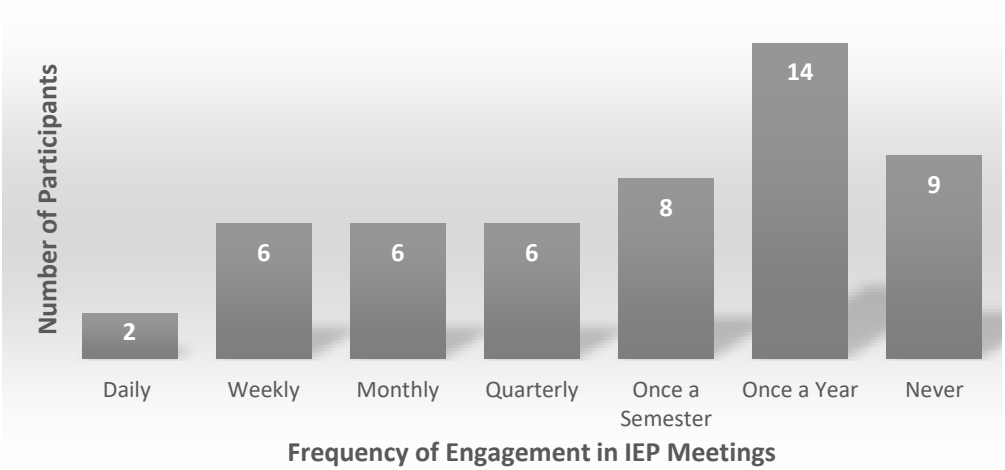
Opportunity to share data directly related to Individualized Education Program goals for students in special education



When asked about the role they took in regard to the engagement in the IEP meetings, the majority of participants stated they were Collaborators (n=21). At the same time, 16 self-identified as Contributors, eight did not participate at all, and six considered their role to that of a listener who offered input only if requested.

Figure 10

Frequency of engagement in meetings that focus on the review of an IEP to modify instruction for any student in special education



Survey Responses: Spearman rank-correlation and ANOVA Results

Cronbach alpha

A Cronbach alpha measures reliability, or internal consistency. This is run when a test lacks reliability, such as this survey which was a researcher developed survey. The coefficient alpha was unacceptable (α=.128) thus the test does not measure what it was thought to measure.

The first research question, '*What, if any, is the relationship between total experience for all education professionals (administrators, teachers, and instructional coaches) and their use of diagnostic assessment data for students with disabilities*?' was analyzed using Spearman rho correlation coefficient to measure the strength of a

relationship between the variables presented (see Table 8).

Table 8

Correlations between Total Experience and Use of Data

		Total Experience
Sharing data	Correlation Coefficient	-.056
	Sig. (2-tailed)	.697
	N	51
IEP Engagement	Correlation Coefficient	-.014
	Sig. (2-tailed)	.921
	N	51
SAG	Correlation Coefficient	.081
	Sig. (2-tailed)	.569
	N	52
Seek PD	Correlation Coefficient	-.088
	Sig. (2-tailed)	.533
	N	52

Note: Spearman's rho

Spearman rank-order correlations were computed to assess the strength of relationship between Total Experience and the four types of Use of Data. There were no statistically significant relationships between years of experience and how or when the data was shared. Sharing Data (r_s=-.056), IEP Engagement (r_s =-.014), and Seeks PD (r_s = -.088) were all negatively related to Total Experience, whereas the more experience a teacher had, the more likely they were to know and discuss the Student at a Glance document (r_s =.081). However, none of the relationships were statically significant.

Research Questions 2 and 3

In order to determine if there were mean differences between groups, a one-way ANOVA was computed. Tables 8 and 9 display the results for the ANOVA.

Table 9

Mean Difference in Data Use by Professional Position Type and Use of Data

		Sum of Squares	df	Mean Square	F	Sig.
Share data	Between Groups	7.078	3	2.359	1.347	.271
	Within Groups	82.333	47	1.752		
	Total	89.412	50			
IEP Engagement	Between Groups	11.423	3	3.808	2.398	.080
	Within Groups	74.617	47	1.588		
	Total	86.039	50			
SAG	Between Groups	.801	3	.267	.537	.659
	Within Groups	23.891	48	.498		
	Total	24.692	51			
Seek PD	Between Groups	.287	3	.096	.412	.745
	Within Groups	11.155	48	.232		
	Total	11.442	51			

Note. Professional Position Type included administrators, general education and special education teachers, coaches

To determine if there were differences in the professional types, a one-way ANOVA was computed. There were no statistically significant differences between groups as determined by the one-way ANOVA [Share Data $F(3,47)=1.347$, $p=.271$, IEP $F(3, 47)=2.398$, $p=.080$, SAG $F(3, 48)=.537$, $p=.659$, Seek PD $F(3,48)=.412$, $p=.745$].

Table 10

Mean Difference in Data Use by School Level and Use of Data

		Sum of Squares	df	Mean Square	F	Sig.
Share data	Between Groups	.004	1	.004	.002	.961
	Within Groups	89.407	49	1.825		
	Total	89.412	50			
IEP Engagement	Between Groups	3.539	1	3.539	2.102	.153
	Within Groups	82.500	49	1.684		
	Total	86.039	50			
SAG	Between Groups	.103	1	.103	.209	.649
	Within Groups	24.589	50	.492		
	Total	24.692	51			
Seek PD	Between Groups	.627	1	.627	2.898	.095
	Within Groups	10.815	50	.216		
	Total	11.442	51			

Note. School Level: Elementary and Secondary

To determine if there were differences in elementary and secondary schools, a one-way ANOVA was computed. There were no statistically significant differences between groups as determined by the one-way ANOVA [Share Data $F(1,49)=.002$, $p=.961$, IEP $F(1, 49)=2.102$, $p=.153$, SAG $F(1,50)=.209$, $p=.649$, Seek PD $F(1,50)=2.898$, $p=095$].

Cross-tabulations

A cross-tabulation was used to examine the relationships within the data. First, Table 11 shows the participants' current position and the opportunity to share data related to students' IEP goals.

Table 11

Distribution for Educator's Total Experience and Sharing Data that is directly related to the IEP goals for students in special education (N=51)

	Share Data					
Total Experience	Often	Monthly	Rarely	Once a Year	Never	Total
0-1 year	2	2	2	1	3	10
2-4 years	5	5	3	4	3	20
5+ years	3	6	6	5	1	21
N	10	13	11	10	7	51

Additionally, there was no significance detected in the work level of participants (e.g., elementary or secondary) and given the opportunity to share data directly related to the IEP goals for students in special education (see Table 12). The results suggest that regardless of the current workplace, educators are provided with similar opportunities to share data directly related to student IEP goals in special education. An equal number of participants in both work levels indicated they rarely share or share data once a year. In contrast, a total of ten participants said they were often provided opportunities to share data. On the other hand, seven said they never were provided opportunities to share data.

Table 12

Distribution for School Level and Sharing Data (N=51)

Sharing Data	Often	Monthly	Rarely	Once a Year	Never	Total
Level	n	n	n	n	n	n
Elementary	5	5	7	3	4	24
Secondary	5	8	4	7	3	27
Total	10	13	11	10	7	51

Furthermore, there was no significance indicated regarding the total number of years in the participants' current position and their familiarity with the Student at a Glance document (see Table 13).

Table 13

Distributions for Educators' Total Experience and Familiarity with the Student at a Glance document (N=52)

Total Experience	Familiar	Somewhat Familiar	Not Familiar	Total
	n	n	n	n
0-1 year	2	2	6	10
2-4 years	1	5	14	20
5+ years	3	3	16	22
N	6	10	36	52

Additionally, a cross tab was conducted to determine the relationship between the number of years of experience teaching students with disabilities and teachers' familiarity with the Student at a Glance (see Table 14).

Table 14

Distributions for Educators' Experience Teaching Students with Disabilities in a General Education Setting and their Familiarity with the Student at a Glance document (N=52).

	Familiarity of SAG			
Years Teaching	Familiar	Somewhat Familiar	Not Familiar	Total
0 years	2	0	3	5
1-2 years	0	2	8	10
2 + years	4	8	25	37
N	6	10	36	52

Note. Exp.= Experience; SAG=Student at a Glance

Research Question 4

The final research question sought to answer how often the district provided professional development opportunities specific to inclusion and attends specific PD sessions. Table 15 includes professional development (PD) for the inclusion of students with disabilities offered from the 2015-2020 school years. The type of PDs offered are categorized by six domain types: (a) Collaboration, (b) Instruction, (c) Data, (d) Technology, (e) Accommodations/Modifications, and (f) Behavior and the number of times the PD was offered in the school district.

Table 15

Professional Development (PD) for Inclusion of Students with Disabilities offered from the 2015-2020 school years

Professional Development Domain and Title	Frequency
Collaboration	
Collaborative Teaching Training	1
Coteach	15
Demystifying Special Education/Secondary	14
Special Education Professional Development Day	2
Special Populations/CTE Update	1
Instruction	
Autism 101	1
But Everyone is Different I TEK 35 Unique	8
GoalBook	4
Implementing and Facilitating Student-Led IEPs	1
Incorporating GoalBook with RTI K-5	2
Sheltered Instruction for Support Teachers (Fine Arts and SPED)	1
Supporting Students with Specially Designed Instruction	2
Understanding Dyslexia for the Classroom	2
Universal Design for Learning	7
Using a Student's Profile and Schedule of Services	3
Using a Student's Profile to Support Instruction	4
When you Have a Visually Impaired Student in your Classroom	2
Data	
Data Collection of Students with Disabilities Re-Think	1
Technology	
Assistive Technology	1

Kurzweil 101	3
Accommodations/Modifications	
Accommodations	16
Designated Supports and Instructional Accommodations	1
Behavior	
Behavior Tips and Tricks	1
CPI ½ Day Refresher Course	2
CPI Full-day Training	3
Full-day Nonviolent Crisis Intervention: New Staff	1
Mental Health	14
Non-Violent Crisis Intervention	4

Tables 16-19 (see Appendix C) report the number of education professionals who attended inclusion by the following categories (a) prekindergarten and kindergarten, (b) first to fifth grades, (c) sixth to eighth, and (d) nine to twelfth grades. For further analysis, special education aides were categorized as special education teachers, special education program specialists, and educational diagnosticians were categorized as administrators. Librarians, counselors, and the media specialist were not included in the table analyses. Personnel who are no longer in the district were classified as ‘unknown’ and are not reported in the tables.

Overall, there are 501 general education teachers and 55 special education teachers in the school district, meaning that there are 11 special education teachers for every 100 general education teachers. Furthermore, prekindergarten and kindergarten campuses, including first to fifth-grade campuses, employ four to five special education teachers, while grades six to eight employ five special education teachers on each campus, and nine to 12 grade campuses employ 12 special education teachers. There are

also 47 school administrators within the district. When determining who enrolled in inclusion PDs within the school district, more general education and special education teachers attended than instructional coaches and campus administrators. Additionally, when analyzing PDs offered more frequently, there was a greater turnout for general education teachers than PDs offered less often. More special education professionals attended inclusion PDs than general education teachers that were offered less frequently. When interpreting tables 16, 17, 18, and 19 it is vital to note that there are four-fifths more general education teachers than special education teachers who instruct students within the school district. Therefore, special education teachers are more likely to attend the inclusion PDs more frequently than general education teachers are.

Table 16 includes Prekindergarten and Kindergarten teachers, instructional coaches, and administrators who attended the district's inclusion (PD). There were 53 general education teachers, seven special education teachers, and five campus administrators. The table shows that more special education teachers attended inclusion PDs than general education teachers or attended inclusion PDs.

Table 17 includes First to fifth-grade general education teachers, special education teachers, instructional coaches, and administrators who attended the district's inclusion (PD). There are a total of 226 general education teachers and 22 special education within the elementary campuses. More general education and special education personnel attended inclusion PDs when compared to instructional coaches and campus administrators. There was one particular PD where more general education teachers attended than special education teachers when it was offered eight times within the school district.

At the secondary schools, there were 204 general education teachers and 32 special education teachers. Table 18 includes grades 6-8 general education teachers, special education teachers, instructional coaches, and administrators who attended inclusion (PD) offered by the district. More general education and special education teachers attended inclusion PDs than instructional coaches and administrators. In grades one to five, more general education teachers attended the Accommodations, But Everyone is Different, Coteach, and Demystifying Special Education, which was offered more frequently than any other inclusion PDs. Some more important inclusion PDs offered less frequently, such as GoalBook, were also vital for general education teachers, instructional specialists, and campus administrators to attend; however, the numbers prove otherwise.

Table 19 includes ninth to twelfth-grade general education teachers, special education teachers, instructional coaches, and administrators who attended inclusion (PD) offered by the district. More teachers were interested in coteaching and accommodations. Many of the other inclusion PDs offered did not have a large turnout specifically when offered less frequently to the district. Only one instructional coach attended the Accommodations training when offered 16 times within the past five years.

Chapter V

Discussion

The problem of practice for this study was to examine the collaborative efforts of general education and special education teachers working with students with disabilities in an inclusive education setting. The study wanted to explore the current level of knowledge of teachers, instructional coaches, and administrators regarding the use of diagnostic assessment data for students with disabilities. However, the survey did not directly ask about diagnostic assessment data. Therefore, an analysis was run to determine if there was an association between the educator variables (Position, Grade level, Total Experience, Experience with SPED) and variables related to data (Student at a Glance, Sharing of Data, IEP engagement, and Seeking PD). Lastly, the study sought to determine what professional development opportunities were offered in the district from the 2015-2020 school years and how teachers participated in those training. The following is a discussion of the results of each research question presented in Chapter IV.

Research Question 1

Spearman rank-order correlations were computed to assess the strength of relationship between Total Experience and the four types of Use of Data (Student at a Glance, Sharing of Data, IEP engagement, and PD attendance). Based on the results, there were no statistically significant relationships between the Teacher Experience and the variables related to data (Student at a Glance, Sharing of Data, IEP engagement, and PD Attendance). Sharing Data (r_s=-.056), IEP Engagement (r_s =-.014), and Seeks PD (r_s = -.088) were all negatively related to Total Experience, whereas the more experience a teacher had, the more likely they were to know and discuss the Student at a Glance

document (r_s =.081). These results may reflect the school district's policy for new teachers. Generally, new teachers are provided with mandatory trainings they must attend; however, the PDs can vary and are dependent on the teacher's grade level and or content they are expected to teach. In some cases, new teachers get to choose which PDs they can attend throughout the year and in other cases where the teacher needs specific supports (e.g., classroom management or pedagogy) they are instructed to attend those PDs.

In the case in which there was no significance detected between total years of experience and the variables related to data may be a direct result of the inclusion PDs that were offered more frequently in the 2019-2020 school year. New teachers may have had the opportunity to attend those trainings and could have possibly influenced their ideas and perceptions of inclusion practices.

The district requires that at least one Local Education Agency Representative (LEA), one general education teacher, one special education teacher, and the parent of the student is present at IEP meetings. In some instances, if parents are unable to attend the ARD meeting in person, they are provided with several options for participating (e.g., participating over the phone or providing permission to proceed without them and then mailing the required paperwork home after the meeting). This information does align with IDEA. According to the responses from the survey, not all participants indicated they had the opportunity to engage in IEP meetings that focus on the review of an IEP to modify instruction for any student in special education. Only, two participants noted that participated daily, six indicated they participated weekly, six reported they participated monthly, six participated quarterly, eight participated once a semester, fourteen

participated once a year, and nine participants never engaged in IEP meetings. The majority of the participants who indicated they participated quarterly or rarely were general education teachers; this may be a result of the specific subject content teachers teach. When students with specific learning disabilities qualify for special education in specific areas such as reading, writing, or math, those general education teachers for that particular subject are more likely to be offered more opportunities to engage in the IEP meetings for students because they are better able to provide more information regarding that specific content area. Also, students are to be observed in the content area for which they are struggling which is more than likely reading, writing, or math. This can further explain why not all general education teachers are provided with the opportunity to engage in IEP meetings more frequently when compared to others.

Another reason why there may have not been any significant detected with new teachers and utilizing data is because new teachers may be more informed and going into the classroom with more preparedness and knowledge of special education depending on their experiences as a preservice teacher. Instructing students with disabilities in the inclusive setting is continuing to evolve in the field of education.

As for more experienced teachers, they may continue to emphasize on methods for preparing to meet accountability indicators when it relates to standardized testing and focusing more on specific students that will help them achieve those standards. Experienced teachers should possibly have an idea of what the Student at a Glance Profile is because it has been widely utilized in the school district and it is to be disseminated to teachers at the beginning of the school year along with students' IEP

paperwork, thus based on the findings from this study many experienced teachers were not familiar with the Student at a Glance document.

The findings from the current study align with the research reported in the literature review. For example, Rotter (2014) found that while all special education teachers were involved with the IEP, general education teachers were not sure how to use the data in a meaningful way in an inclusive classroom setting. Jones (2012) studied ways in which all teachers might be able to use the Student at a Glance document to facilitate this dialog but no further research was conducted to evaluate the efficacy of this approach. Finally, a lack of pre-service training (Gleason-Peet & Santi, 2019) may contribute to the barriers that teachers perceive when understanding the IEP process in general.

Research Questions 2 and 3

In order to determine if there were mean differences between groups classified as nominal (position type), a one-way ANOVA was computed. There were no statistically significant differences between groups as determined by the one-way ANOVA [Share Data $F(3,47)=1.347$, $p=.271$, IEP $F(3, 47)=2.398$, $p=.080$, SAG $F(3, 48)=.537$, $p=.659$, Seek PD $F(3,48)=.412$, $p=.745$]. Based on the findings from this study, there were no significant differences between position type (e.g., general education teachers, special education teachers, instructional coaches, and administrators). These results may suggest that regardless of the position type, all specialists and nonspecialists may be knowledgeable to a certain extent in the gathering and use of data. However, due to the low number of instructional coaches and administrators that participated in the study, the results many not reflect a true representation for those two groups. Further research is

needed to determine the amount of knowledge instructional coaches and administrators have when it comes to sharing data related to student IEP goals, opportunities to engage in IEP meetings, familiarity with the Student at a Glance, and seeking PD around data interpretation for students with disabilities and how that impacts the success of students with disabilities.

In order to determine if there were mean differences between groups classified as categorical (elementary and secondary), a one-way ANOVA was computed. There were no statistically significant differences between groups as determined by the one-way ANOVA [Share Data $F(1,49)=.002$, $p=.961$, IEP $F(1, 49)=2.102$, $p=.153$, SAG $F(1,50)=.209$, $p=.649$, Seek PD $F(1,50)=2.898$, $p=095$]. These findings may suggest that grade level did not influence whether or not any of the educators were adept in worked in sharing data related to student IEP goals, opportunities to engage in IEP meetings, familiarity with the Student at a Glance, and seeking PD around data interpretation for students with disabilities.

Cross-Tabulations

A cross-tabulation was computed to help review the data for any patterns. All special education teachers reported that they either often share data or share data monthly, while none indicated that they never had the opportunity to share data. Five general education teachers said they never had the opportunity to share data. In contrast, four reported that they often share data, and seven reported that they share data monthly, rarely, and once a year. Instructional coaches reported similar results to engagement in IEP meetings where none reported that they never share data. Two said they share data monthly or once a year when directly related to the IEP goals of students with disabilities.

Out of the five administrators, two reported that they never share data related to students' IEP goals. In comparison, two reported they often do.

When a cross-tabulation was computed to review the distribution of responses based on secondary or elementary status, the results suggest that regardless of the current workplace, educators are provided with similar opportunities to share data directly related to student IEP goals in special education. An equal number of participants in both work levels indicated they rarely share or share data once a year. In contrast, a total of ten participants said they were often provided opportunities to share data. On the other hand, seven said they never were provided opportunities to share data.

When the cross tabulation was computed for Total Experience and Familiarity with Student at a Glance, findings suggest that those who had 5+ years and 2 to 4 years of experience in their current positions were not familiar with the Student at a Glance document compared to participants who had 0 to 1 year of experience in their current positions. Those who had 0 to 1 year of experience in their current positions were more familiar with the Student at a Glance than those who had more years of experience. This information suggests that despite the number of years of experience participants held, participant knowledge about the Student at a Glance document remained unfamiliar to the educational professionals in this sample.

This information did not change when a cross-tabulation was computed for experience teaching students with disabilities. Similarly, to the results from the number of years in participant’s current position, those who had no experience teaching students with disabilities had more familiarity with the student at a glance than those who had 2+ years of teaching students with disabilities. Of the 37 participants who had 2 + years of

experience, 25 reported they did not know the Student at a Glance, while eight of the 10 of those with 1 to 2 years of experience had no knowledge. This information suggests that despite the number of years of experience participants had teaching students with disabilities, their knowledge did not differ from those who had less experience in their current positions.

Nonetheless, participants who had 2 + years of experience teaching students with disabilities were provided with more opportunities to share data related to IEP goals for students in special education than those who had no years of experience and 1 to 2 years of experience. Although they were not familiar with the Student at a Glance document, they more frequently shared data for students' IEP goals in special education and engaged in IEP meetings for students with disabilities.

When analyzing PDs offered specifically for sharing data related to IEP goals, there was one PD offered in a five-year span out of the 118 PDs offered for inclusion purposes of how to use ‘Data Collection of Students with Disabilities Re-Think’ which is a program used in a Life skill setting in special education. Based on this information, this can help to clarify why not all general education teachers, special education teachers, including instructional coaches were not familiar with the use of the Student at a Glance document or why some general education teachers and instructional coaches were not provided with opportunities to share data directly related to IEP goals for students. Moreover, according to the survey data, some general education teachers indicated they were not provided the opportunity to share data related to student IEP goals.

There were more PDs offered for instructional purposes for students with disabilities than any other category. The PDs, ‘Using a Student’s Profile to Support

Instruction' and 'Using a Student's Profile and Schedule of Services' was offered seven times in a five-year time span which involves the training on the use of the Student at a Glance document which is comparable to the number of times the PD 'Universal Design for Learning' was offered. Overall, 65% participants who responded to the survey reported they actively sought professional development opportunities to learn best practices around data interpretation to guide instruction. The PDs for instructional purposes were offered more frequently than the data, behavior, and accommodations/modifications domains; however, 'Coteach, Accommodations, and Demystifying Special Education /Secondary PDs were offered the most when compared to all other PDs. It's important to note that most participants had knowledge of all the different types of coteaching models and were aware of monitoring student accommodations for IEP planning. Thus, the more teachers were provided with opportunities to attend specific trainings geared towards inclusion, the more likely they were to utilize the new information for guiding instruction in the classroom and IEP planning. In order to improve general education teachers and instructional coaches' awareness of sharing data for IEP goals for students in special education, more PDs should be offered in this area. Similarly, more PDs should be offered in utilization of the Student at a Glance to help teachers guide instruction for students with disabilities.

The findings from the current study do align with the research reported in the literature review (Schildkamp et al., 2016) focused on conditions for effective data use in schools. Results suggested that while teachers regularly used data for accountability purposes, they rarely used data for instructional purposes. Hence, concentrating solely on accountability (Ehren & Swanborn, 2012; Hamilton, Stecher, & Yuan, 2009) also has its

drawbacks, such as only placing emphasis on (e.g., “bubble kids”) who help to improve teacher status on accountability indicators, teaching to the test, and increasing the drop out rate of low performers. Furthermore, (Isherwood & Barger-Anderson, 2008) found that a school’s environment also plays a vital role in promoting positive collaborative relationships between general and special education teachers; for example, administrators providing support to teachers by helping to establish common planning times to prepare for instructional purposes. Consequently, when there was a lack of adminstrative support, it led to incompatible matches between coteach partners, thus, hindering working relationships that would effectivly implement differentiating strategies for students.

These findings from the current study do correlate with existing research. The results suggest that regardless of which grade level participants worked, there were no significant differences in their knowledge with the use of data. To further elaborate, Gallagher et al. (2008) discovered that most general education teachers lacked knowledge and proper training to gather and interpret formative assessment data and utilize it to implement appropriate interventions for students, also suggesting that this lack of training varied depending on the school districts’ training types. Conversely, as training and technology have progressed, Fisher and Frey (2015) found that teachers are becoming more innovative in using data to guide instruction and meet their students’ needs.

Furthermore, Austin (2001) wanted to examine factors affecting collaborative teaching from the elementary to secondary levels. Although, his study did not correlate with existing research trends, his study indicated that secondary schools were more prepared for coteaching than elementary schools were. Thus, this finding specified that either there was a low response rate from co-teachers at the elementary level or it

suggested that inclusive education was more developed at the secondary level. Therefore, this finding would encourage further analysis to determine the number of elementary teachers who participated in the study when compared to secondary teachers.

Research Question 4

This question sought to examine how often the district offered professional development specifically related to the practice of inclusion and the attendance breakdown by the educational title. Overall, more general education and special education teachers attended inclusion PDs than instructional coaches and campus administrators. Additionally, when analyzing PDs offered more frequently, there was a greater turnout for general education teachers than PDs offered less frequently; however, more special education teachers generally attended the PDs than general education teachers. For those PDs offered less frequently, more special education teachers attended them than general education teachers did.

These findings do correlate with existing research and government reports. First, it would appear that general education teachers would want to take part in more professional development sessions focused on inclusive practices and use of data based on the statistics that general education teachers are instructing students with disabilities in their classroom for approximately 80% of the day (USDOE, 2019). According to researchers to (c.f., Blanton et al., 2011), teachers often think in terms of teaching credentials (what they teach) as opposed to what students need (i.e., reading and instructional accommodations) when conducting instructional planning. As noted by Blanton et al. (2011) educational preparation programs may inadvertently foster this perspective by maintaining separate programs based on specific certification areas in

which teachers chose to teach.

Additionally, very few instructional coaches and administrators attended PDs for inclusion purposes across all grade levels, aligning with previous research studies. There was limited research on instructional coaches and their perceptions of students with disabilities in an inclusion setting. Instructional coaches specialize in the school district's curriculum and specific content areas (e.g., reading, writing, math, science, and social studies). They are also responsible for helping teachers plan and differentiate for all students in general education settings. Based on the study's findings, there were very few instructional coaches who participated in the study. More research should be conducted in this area to determine how instructional coaches could further provide support to teachers for students in special education. These findings suggest that the inclusion PDs should be offered more frequently in order for more general education and instructional specialists to attend them. Those PDs that were delivered more frequently had a greater turnout.

Finally, teacher turn over, hence several new teachers, may impact the knowledge of specialists and non-specialists working with students with disabilities. For this particular study, there was an increase in the number of PDs focused on inclusion over the past five years. Given the number of new teachers, more inclusion PDs were offered in the 2019-2020 school year than any other school year when analyzing that last five years. This information suggests that more is being done by the special education department to support all educators when working with students with disabilities. However, more can be done to increase non-specialists' attendance in the inclusion PDs being offered.

Limitations

There were several limitations to this study. First, the researcher worked with one school district. Thus, the results may not generalize to a larger population. Another limitation of the study is that a global pandemic (COVID-19) came about during the data collection process. Thus, the district was moved to online-only classes, and personnel was instructed to work from home. Educational professionals were spending their time and energy, converting everything to the online platform. During the start of COVID-19, and with everything going online, the district's email server crashed for slightly over two weeks. Hence, the low sample size was not surprising given the events that unfolded in the spring semester.

Another limitation of the study included a lack of alignment and specificity in the research questions and survey items. The survey did not specifically delve into the explicit use of diagnostic assessment data. Questions could be added that address how participants define, use, and explain diagnostic data. The survey did not measure what it was developed to measure with reliability. Thus, leading to the final observation that there are ways in which the survey could have better-gleaned information regarding participants' attitudes towards the inclusion of students with disabilities.

Conclusion

A review of the literature of general education and special education teachers' efforts to collaborate in an inclusion setting revealed existing barriers they encounter day-to-day working with students with disabilities. In particular, there is (a) a lack of involvement of general education teachers' participation in the creation of students' Individualized Education Plans (IEPs) that raises concern about how the targeted learning

needs of students with disabilities are being addressed in inclusive settings, (b) nonspecialist teachers who do not feel prepared to work with students with disabilities or did not feel supported by their specialist coteacher, and (c) the lack of understanding and proper use of diagnostic assessment data to meet the individual needs of students with disabilities. The proposed study examined the collaborative efforts of general education and special educations teachers working with students with disabilities in an inclusive education setting. The study wanted to explore the current level of knowledge of teachers, instructional coaches, and administrators regarding the use of diagnostic assessment data for students with disabilities. However, the survey did not directly ask about diagnostic assessment data; therefore, an analysis was run to determine if there was an association between the educator variables (Position, Grade level, Total Experience, Experience with SPED) and variables related to data (Student at a Glance, Sharing of Data, IEP engagement, and Seeking PD). Based on the results, there was no statistically significant relationship or differences between the teacher variables (Grade level, Total Experience, Experience with Students in SPED) and the variables related to the category of data sharing (Student at a Glance, Sharing of Data, and PD Attendance).

According to the survey data, all special education teachers were involved in the IEP planning and data sharing for students with disabilities. Alternatively, some general education teachers still encountered barriers when being included in data sharing to create students' IEP goals in special education. Although there were existing barriers to the inclusion of students with disabilities, most participants indicated that they were either collaborators or contributors to their engagement in IEP meetings for students in special education. There was only a small number who reported that they were listeners in the

IEP meetings. It was also clear that most participants had experience working in all of the inclusion models, while the other half of participants only had experience working in the inclusionary models.

When determining whether specialists and nonspecialists were familiar with the Student at a Glance (Student Profile in the school district), many nonspecialists were not familiar with the document. The Student at a Glance summarizes the IEP of a student into a one to two page document where nonspecialists can easily access the information for their students in special education. It provides the students' cognitive and academic strengths and weaknesses and accommodations and recommendations for each area. This new information may suggest that if educators are not utilizing the Student at a Glance during planning sessions, they may already be providing necessary accommodations and monitoring student IEP goals regularly. Nevertheless, many school districts must complete the Student at a Glance document for students in special education to support nonspecialists who work directly with students with disabilities. However, there is a disconnect when dispersing this information to nonspecialists.

Lastly, the study sought to determine what professional development opportunities were offered in the district from 2015-2020 specifically related to the practice of inclusion and the attendance breakdown by the educational title. Overall, more general education and special education teachers attended inclusion PDs than instructional coaches and campus administrators. Additionally, when analyzing PDs offered more frequently, there was a greater turnout for general education teachers than PDs offered less frequently; however, more special education teachers generally attended the PDs than general education teachers. For those PDs offered less frequently, more

special education teachers attended them than general education teachers did. These findings suggest that the inclusion PDs should be offered more frequently in order for more general education and instructional specialists to attend them. Those PDs that were offered more frequently had a greater turnout. Also, from the 2015-2020 school years, there was an increase in the number of PD offerings related to inclusion. There were more inclusion PDs offered in the 2019-2020 school year than any other school year when analyzing that last five years. This information suggests that the school district has recognized there is a need for more professional development opportunities specifically related to inclusion practices to in order to encourage and promote the success of students in special education. However, more initiative can be done to increase nonspecialists' attendance in the inclusion PDs being offered. Due to Covid-19, the inclusion PDs were not offered in the 2020-2021 school year, which was a setback for the district.

Chapter VI

Action Plan

The proposed study examined both general and special education teachers' collaborative efforts in an inclusion setting. It also wanted to explore the differences in the current level of knowledge of administrators, instructional specialists, and general education and special education teachers regarding the use of diagnostic assessment data for students with disabilities. However, the survey did not directly ask about diagnostic assessment data; therefore, an analysis was run to determine if there was an association between the educator variables (Position, Grade level, Total Experience, Experience with SPED) and variables related to data (Student at a Glance, Sharing of Data, IEP engagement, and Seeking PD). Lastly, the study also examined what type and how often the district offered professional development specifically related to inclusion and analyzed the attendance breakdown by educational title from the 2015-2020 school years.

Research Questions

Research Question 1. What, if any, is the relationship between total experience for all education professionals (administrators, teachers, and instructional coaches) and their use of diagnostic assessment data for students with disabilities?

Research Question 2. What, if any, is the difference in the current level of knowledge and experience of (administrators, teachers, and instructional coaches) based on their use of diagnostic assessment data for students with disabilities?

Research Question 3. What, if any, is the difference in the current level of knowledge and experience in elementary and secondary school levels based on their use of

diagnostic assessment data for students with disabilities?

Research Question 4. How often does the district offer professional development specifically related to the practice of inclusion? What is the attendance breakdown by the educational title?

The study results were analyzed to help the researcher determine what professional development package would be needed that would prepare administrators and instructional coaches to become robust support systems for both general education and special education teachers. The professional development package will include analyzing students' diagnostic assessment data and brainstorming different ways to support general education and special education teachers in the classroom.

Teachers will also view individual students' diagnostic assessment data and determine how they will work together to meet the students' needs without the students feeling segregated within a general education setting. Based on the data collected, the inclusion models will be analyzed to determine how teachers can move forward to better support students in special education.

Materials

The independent and dependent variables included in this study sought to determine if there was an association between the educator variables (Position, Grade level, Total Experience, Experience with SPED) and variables related to data (Student at a Glance, Sharing of Data, IEP engagement, and Seeking PD). Survey data was collected to determine if there was an association between teachers, instructional coaches, and campus administrators. Diagnostic assessment data refers to information provided in a

students' full and individual evaluation (FIE), included in the Student at a Glance document. This has students' strengths and weaknesses, both cognitively and academically. It also includes recommendations that should be utilized in the classroom based on their cognitive and academic deficits (e.g., mnemonic devices for students who may have working memory deficits; and oral administration for students who have deficits in basic reading fluency). According to IDEA, the FIE also supports developing the student's individualized education program (IEP), which is to be implemented by both the general and special education teachers.

The study determined what professional development opportunities were provided that targeted inclusion of students with disabilities in the general education classroom and trained teachers, instructional coaches, and administrators of the interpretation and the use of assessment data to guide instruction for students in special education. Survey data was collected to determine what professional development opportunities were offered that targeted students with disabilities in the general education setting.

Next, co-teaching and collaborative models will be introduced as part of professional development. Teachers and instructional staff will be reminded that teacher collaboration is vital to students' academic performance and success.

The data analysis will help school districts make inclusion models more effective at promoting student success for students in special education without adding more to teachers' workloads and making students feel segregated.

Delivery

This study's intended audience will include both general and special education teachers, instructional coaches, and administrators. The administrators and instructional

coaches are those who provide support to both general education and special education teachers. The teachers are the implementers who will work with the students daily.

The presentation process will occur both face-to-face and an online delivery format at the beginning and middle of the school year and offered three times throughout each day. It will be mandatory for all teachers, instructional coaches, and administrators to receive the training. The online delivery format will follow immediately after the presentation. The online delivery format will present teachers with a student case study. Based on the students' profile, staff members will have to choose from a preselected list of strategies useful for each area of cognitive weakness. Then they will select recommendations for each academic area of weakness.

During the second half of the training, teachers will preview various inclusion models and discover what that looks like in an inclusive classroom setting. Teachers will be required to try and explore different models. Teachers will also have the opportunity to practice. Teachers will teach a lesson and then present one of the inclusion models they will want to try together.

Instructional coaches will be encouraged to support teachers and help them think of ways they can collaborate and teach students in an inclusive environment. Different strategies will be recommended and discussed.

Follow-up sessions will be coordinated during teachers' power planning sessions every six weeks. Teachers will view diagnostic assessment data and IEP goals and specifically plan for accommodations that they will use to instruct students in special education for the next six weeks and indicate the accommodations in their lesson plans.

The data will then be documented on a checklist to determine if students are making progress on their IEP goals.

Assessment/Evaluation Tool

To determine whether the training has impacted teachers, instructional coaches, and administrators, a pretest will be given before the training that will determine the current level of knowledge of using students' diagnostic data to help instruct students in special education in a general education setting. After the training has occurred, a posttest will be given to staff members to determine the impact the training had on teachers, administrators, and instructional coaches. The post-test results will be examined, and the professional development package will be refined to meet the educational staff's needs better.

Overall, suppose a statewide implementation of the professional development session is implemented with scheduled follow-up sessions every six weeks. In that case, it can help improve teachers' awareness and knowledge in special education, therefore, impacting the progress and success of students in special education.

"Coming together is a beginning, staying together is progress, and working together is a success." –Henry Ford.

References

Adams, G. J. (2013). Response to intervention framework and progress monitoring process: K−3 Regular education teachers' perceptions. (Publication No.1125) [Doctoral dissertation, East Tennessee State University]. ProQuest Dissertations and Theses Global. https://dc.etsu.edu/cgi/viewcontent.cgi?article=2294&context=etd

American Psychological Association. (2018). Individuals with Disabilities Education Act (IDEA). Retrieved from https://www.apa.org/advocacy/education/idea/index.aspx

Austin, V. L. (2001). Teachers' beliefs about coteaching. *Remedial and Special Education, 22*(4), 245–255.

Autism Circuit. (n.d.). Student at-a-glance. http://www.autismcircuit.net/tool/student-at-a-glance.

Blanton, L. P., Pugach, M. C., & Florian, L. (2011). *Preparing general education teachers to improve outcomes for students with disabilities.* American Association of Colleges for Teacher Education and National Center for Learning Disabilities. https://www.ncld.org/wp-content/uploads/2014/11/aacte_ncld_recommendation.pdf

Bronson, C. E., & Dentith, A. M. (2014). Partner teaching: A promising model. *Education, 134*(4), 506–520.

Cook, B. G., Semmel, M. I., & Gerber, M. M. (1999). Attitudes of principals and special education teachers toward the inclusion students with mild disabilities: Critical differences of opinion. *Remedial and Special Education, 20*(4), 199—207.

Debois, S. (2019, March 8). 10 advantages and disadvantages of questionnaires. https://surveyanyplace.com/questionnaire-pros-and-cons/

Education for All Handicapped Children Act of 1975, Pub. L. No. 94-142, 20 U.S.C. §1400 (1975). https://www.govinfo.gov/content/pkg/STATUTE-89/pdf/STATUTE-89-Pg773.pdf

Elementary and Secondary School Act, 20 U.S.C. § 6301. (1965).

Every Student Succeeds Act, 20 U.S.C. §§ 6301 & 6311 (2015). https://www.law.cornell.edu/uscode/text/20/6301

Fisher and Frey (2015). Don't just gather—Use it. *Educational Leadership,* November, 15.

Friend, M. (2008). *Co-teach! A manual for creating and sustaining classroom partnerships in inclusive schools*. Greensboro, NC: Marilyn Friend.

Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010). Coteaching: An illustration of the complexity of collaboration in special education. *Journal of Educational and Psychological Consultation,* 20(1), 9–27. https://doi.org/10.1080/10474410903535380

Gall, M. D., Gall, J. P., & Borg, W. R. (2015). *Applying educational research.* Hoboken, NJ: Pearson Education, Inc.

Gallagher, L., Means, B., & Padilla, C. (2008). *Teachers' Use of Student Data Systems to Improve Instruction: 2005 to 2007*. Washington, DC: U.S. Department of Education.

Gleason-Peet, C., & Santi, K. L. (2019). Barriers between the theory and implementation

of inclusion and resources to remove these obstacles. In J. O'Connor (Ed.), *Cultivating inclusive practices in contemporary K–12 settings* (pp. 2–25). IGI Global: Hershey, PA.

Hallahan, D. P., Kauffman J. M., & Pullen, P. C. (2012). *Exceptional learners: An introduction to special education.* Upper Saddle River, New Jersey: Pearson.

Haynes, L., & Dev, P. (2015). Teacher perspectives on suitable learning environments for students with disabilities: What have we learned from inclusive, resource, and self-contained classrooms? *The International Journal of Interdisciplinary Social Sciences, 20,* 53−64.

Horn, E., Leiber, J., Li, S., Sandall, S., & Schwarts, L. (2000). Supporting young children's IEP goals in inclusive settings through embedded learning opportunities. *Topic in Early Childhood Special Education, 20*(4), 208−223.

Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400–1482. (2004).

Individual with Disabilities Education Act, 34 C.F.R. § 300.304(c). (2004).

Isherwood, R. S., & Barger-Anderson, R. (2008). Factors affecting the adoption of coteaching models in inclusive classrooms: One school's journey from mainstreaming to inclusion. *Journal of Ethnographic & Qualitative Research, 2,* 121–128.

Jones, B. A. (2012). Fostering collaboration in inclusion settings: The special education students at a glance approach. *Intervention in School and Clinic*, *47*(5), 297–306. https://doi.org/0.1177/1053451211430113

Jones, N. D., Youngs, P., & Frank, K. A. (2013). The role of school-based colleagues in

shaping the commitment of novice special and general education teachers. *Council for Exceptional Children, 79*(3), 365-383.

Male, D. B. (2011). The impact of a professional development programme on teachers' attitudes towards inclusion. *British Journal of Learning Support, 26*(4), 182-186.

Murawski, W. W., & Deiker, L. A. (2004). Tips and strategies for coteaching at the secondary level. *Teaching Exceptional Children, 36*(5), 52-58. https://doi.org/0.1177 /004005990403600507

National Assessment of Educational Progress. (2019). Reading assessment. U.S. Department of Education. https://nces.ed.gov/nationsreportcard/reading/

National Center for Education Statistics. (2019). *Fast facts: Students with disabilities, inclusion of.* U.S. Department of Education. https://nces.ed.gov/fastfacts/display.asp?id=59

Nation's Report Card. (2015). 2*015: Mathematics and reading assessments.* https://www.nationsreportcard.gov/reading_math_2015/#reading?grade=4

Office of Special Education and Rehabilitative Services. (2010, November 22). *Thirty-five years of progress in educating children with disabilities through IDEA.* U.S. Department of Education. https://www2.ed.gov/about/offices/list/osers/idea35/history/index_pg10.html

Parent Companion. (n.d.). Special education acronyms and terms. http://www.parentcompanion.org/article/special-education-acronyms-and-terms

Public Education. Texas Education Code, 2 § 4.001 (1995).

Public Education. Special Education Code, 2 § 29.001 (1995).

Rice, D., & Zigmond, N. (2000). Coteaching in secondary schools: Teacher reports of developments in Australian and American classrooms. *Learning Disabilities Research and Practice, 15,* 190-197. https://doi.org/10.1207/SLDRP1504_3

Rotter, K. (2014). IEP use by general and special education teachers. *SAGE Open,* (April–June), 1–8. https://doi.org/10.1177/2158244014530410

Santi, K. L., & Vaughn, S. (2007). Progress monitoring: An integral part of instruction. *Reading and Writing: An Interdisciplinary Journal, 20*(6), 535-537.

Sattler, J. M. (2008). *Assessment of children: Cognitive foundations* (5th ed.).

Schifter, C. C., Natarajan, U., Ketelhut, D. J., & Kirchgessner, A. (2014). Data-driven decision making: Facilitating teacher use of student data to inform classroom instruction. *Contemporary Issues in Technology and Teacher Education, 14*(4). https://citejournal.org/volume-14/issue-4-14/science/data-driven-decision-making-facilitating-teacher-use-of-student-data-to-inform-classroom-instruction

Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Coteaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional Children, 73*(4), 392-416. https://doi.org/0.1177/001440290707300401

Shogren, K. A., Gross, J. M., Forber-Pratt, A. J., Francis, G. L., Satter, A. L., Blue-Banning, M., & Hill, C. (2015). The perspectives of students with and without disabilities on inclusive schools. *Research and Practice for Persons with Severe Disabilities, 40*(4), 243-260. https://doi.org/10.1177/1540796915583493

Texas Academic Performance Report. Texas Education Agency. (2017a). https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/state.pdf

Texas Education Agency. (2017b). Texas Essential Knowledge and Skills. [2007-2020]. https://tea.texas.gov/curriculum/teks/

Texas Education Agency. (2018). *Texas academic performance report* [2017–2018]. https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&batch=N&app=PUBLIC&title=2018+Texas+Academic+Performance+Reports&_program=perfrept.perfmast.sas&ptype=H&level=state&search=campname&namenum=&prgopt=2018%2Ftapr%2Fpaper_tapr.sas

Texas Education Agency. (2018). *Texas academic performance report* [2017–2018]. https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&batch=N&app=PUBLIC&title=2018+Texas+Academic+Performance+Reports&_program=perfrept.perfmast.sas&ptype=H&level=state&search=campname&namenum=&prgopt=2018%2Ftapr%2Fpaper_tapr.sas

Texas Education Agency. (2019). *2018–19 Texas academic performance report* [Sheldon ISD]. https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2019&year2=19&_debug=0&single=N&batch=N&app=PUBLIC&title=2019+Texas+Academic+Performance+Reports&_program=perfrept.perfmast.sas&ptype=H&paper=N&level=district&search=district&namenum=Sheldon+&district=101924&prgopt=2019%2Ftapr%2Fpaper_tapr.sas

Trochim, W. M. K. (2006). Social research methods. https://socialresearchmethods.net/kb/survey.php

U.S. Department of Education. (2019). Children and youth with disabilities. In *The*

Condition of Education. Institute of Education Sciences, National Center for Education Statistics. https://nces.ed.gov/programs/coe/indicator_cgg.asp

U.S. Department of Education. (2017). Every Student Succeeds Act (ESSA). https://www.ed.gov/essa?src=rn

Appendix A

Approval for Research

UNIVERSITY of HOUSTON

DIVISION OF RESEARCH
Institutional Review Boards

APPROVAL OF SUBMISSION

December 19, 2019

Lisa Flores

lmflores7@uh.edu

Dear Lisa Flores:

On December 19, 2019, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	Collaborative Efforts of Education Professionals for Students with Disabilities in an Inclusion Setting
Investigator:	Lisa Flores
IRB ID:	STUDY00001982
Funding/ Proposed Funding:	Name: Unfunded
Award ID:	
Award Title:	
IND, IDE, or HDE:	None
Documents Reviewed:	• Consent for Human Research Study, Category: Consent Form; • Survey, Category: Study tools (ex: surveys, interview/focus group questions, data collection forms, etc.); • Lisa M. Flores, Category: IRB Protocol; • Email Statement for Participants, Category: Recruitment Materials;
Review Category:	Exempt
Committee Name:	Not Applicable
IRB Coordinator:	Sandra Arntz

The IRB approved the study on December 19, 2019 ; recruitment and procedures detailed within the approved protocol may now be initiated.

As this study was approved under an exempt or expedited process, recently revised regulatory requirements do not require the submission of annual continuing review documentation. However, it is critical that the following submissions are made to the IRB to ensure continued compliance:

UNIVERSITY of HOUSTON
DIVISION OF RESEARCH
Institutional Review Boards

- Modifications to the protocol prior to initiating any changes (for example, the addition of study personnel, updated recruitment materials, change in study design, requests for additional subjects)
- Reportable New Information/Unanticipated Problems Involving Risks to Subjects or Others
- Study Closure

Unless a waiver has been granted by the IRB, use the stamped consent form approved by the IRB to document consent. The approved version may be downloaded from the documents tab.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system.

Sincerely,

Research Integrity and Oversight (RIO) Office
University of Houston, Division of Research
713 743 9204
cphs@central.uh.edu
http://www.uh.edu/research/compliance/irb-cphs/

Appendix B

Survey to Understand Specialists and Nonspecialists' on the Inclusion of Students in Special Education and to understand their use of Diagnostic Assessment Data to Guide Instruction

2. Where do you currently work?

- ◯ Primary schools (Prek-5th grades)
- ◯ Secondary schools (6th-12th grades)

3. How many years have you been in your current position?

- ◯ 0-1 year
- ◯ 2-4 years
- ◯ 5+ years

4. What certification do you currently hold?

- ◯ General Education Teacher Certificate
- ◯ Special Education Teacher Certificate
- ◯ Special Education Supplementary Certificate
- ◯ Reading Coach Certificate
- ◯ Instructional Coach Certificate
- ◯ Administrative Certification

Other (please specify)

5. My highest degree attainment in education is:

- ◯ Bachelors Degree-General Education
- ◯ Bachelors Degree- Special Education
- ◯ Masters Degree-General Education
- ◯ Masters Degree-Special Education
- ◯ Doctoral Degree-General Education
- ◯ Doctoral Degree-Special Education

Other (please specify)

6. Do you have experience teaching students with disabilities in a general education setting?

- ◯ 0
- ◯ 1-2 years
- ◯ 2+ years

7. What is your background or experience in working in Special Education?

- ☐ Full Inclusion-placement of special education students in general education classrooms for the entire day, any extra needed support is brought to the student.
- ☐ Partial Inclusion-placement of special education students in general education classrooms for part of the school day, students attend resource rooms.
- ☐ Mainstream-the school places students with special needs into classrooms with their peers without disabilities during specific time periods based on their skills.
- ☐ Pull-out services-classes which are taught by special education teachers and include only special education students which require a more supportive instructional program.
- ☐ Self-contained services-where a special education teacher is responsible for the instruction of all academic subjects and separated from general education classrooms but within a neighborhood school.
- ☐ No experience

8. Does your job require that you assist general education teachers plan and differentiate instruction for students in special education? If so, how do you assist?

- ◯ Yes
- ◯ No

(please specify)

9. Does your job require that you assist special education teachers plan and differentiate instruction for students in special education? if so, how do you assist?

- ◯ Yes
- ◯ No

(please specify)

10. When planning instruction for general education lessons, do you incorporate accommodations/modifications/adaptations into the writing of your lessons that will assist students in special education gain access to the general education curriculum?

- ◯ I don't teach in an inclusion or mainstream setting.
- ◯ I am a self-contained special education classroom so my planning is built around individual students needs.
- ◯ I co-teach and I am not responsible for that aspect of planning.
- ◯ I co-teach and both teachers plan for all students.
- ◯ The special education teacher pulls students from my general education class so I am not required to provide modifications.

11. What kind of model of inclusion is practiced at your campus?

- ◯ Co-teaching Model which involves one general education teacher paired with one special education teacher and together they promote effective instruction (e.g. Team teaching, Parallel teaching, One Teach One Assist, Alternative teaching, Station teaching).
- ◯ Consultation Model which offers the general education teacher access to a special education for guidance on how to deliver quality instruction to all students but in partial students with disabilities.
- ◯ Collaboration Model references the communication between both general education and special education on how to best meet the individual needs of students with disabilities in an inclusion setting.

12. Are you familiar with a Student at a Glance (Profile) in a special education setting?

- ◯ Extremely familiar
- ◯ Very familiar
- ◯ Somewhat familiar
- ◯ Not so familiar
- ◯ Not at all familiar

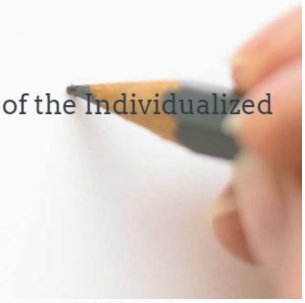
13. If yes, describe when you use the Student at a Glance (Profile) and specifically what information from that document you find the most helpful.

14. Do you seek out Professional Development opportunities to learn best-practices around data interpretation to guide instruction?

- ◯ Yes
- ◯ No

15. What are the titles/types of the Professional Development opportunities that you have taken regarding the use of assessment data to inform instruction in the past five years?

16. What do you believe your role to be in the implementation of the Individualized Education Plan (IEP)?



17. How often are you provided an opportunity to share data that is directly related to the Individualized Education Program goals for students in special education?

- ◯ Weekly
- ◯ Monthly
- ◯ Quarterly
- ◯ Once a Semester
- ◯ Once a year
- ◯ Never

18. What role do you take in monitoring the students' IEP objectives throughout the year?

19. How often do you engage in meetings that focus on the review of an IEP to modify instruction for students in special education?

- ◯ Daily
- ◯ Weekly
- ◯ Monthly
- ◯ Quarterly
- ◯ Once a Semester
- ◯ Once a year
- ◯ Never

20. What is your role in the meetings that focus on a student's IEP?

- ◯ Collaborator-I provide feedback and guidance.
- ◯ Contributor-I answer questions that are asked.
- ◯ Listener-I am usually instructed on what to do to help the students.
- ◯ NA-I do not partake in meetings such as these.

21. What is your gender?

- ◯ Male
- ◯ Female

Appendix C

Statistical Tables

Table 16

Professional Development (PD) for Inclusion of Students with Disabilities offered from the 2015-2020 school year by category: Prekindergarten/Kindergarten General education teachers, special education teachers, instructional coaches, and administrators

Professional Development Title PreK/Kinder	GenEd	SPED	Coach	Admin.
Accommodations	2	3	0	0
Assistive Technology	0	1	0	0
Autism 101	0	2	0	0
Behavior Tips and Tricks	11	2	0	0
But Everyone is Different I TEK 35 Unique Learners	22	11	1	0
Collaborative Teaching Training	1	5	0	0
Coteach	15	14	0	0
CPI ½ Day Refresher Course	1	1	0	0
CPI Full-day Training	0	0	0	0
Data Collection of Students with Disabilities Re-Think	0	0	0	0
Designated Supports and Instructional Accommodations	0	0	0	0
Demystifying Special Education	58	14	2	0
Full-day Nonviolent Crisis Intervention: New Staff	4	2	0	0
GoalBook	16	9	2	0
Implementing and Facilitating Student Led IEPs	0	0	0	0
Incorporating GoalBook with RTI K-5	0	2	0	0
Kurzweil 101	0	0	0	1
Mental Health	23	2	0	0
Non-Violent Crisis Intervention	4	11	0	0
Sheltered Instruction for Support Teachers (Fine Arts and SPED)	0	0	0	0
Special Education Professional Development Day 1	0	6	0	0
Special Education Professional Development Day 2	0	5	0	0
Special Populations/CTE Update	0	0	0	0

Supporting Students with Specially Designed Instruction	0	0	0	3
Universal Design for Learning	13	12	0	0
Understanding Dyslexia for the Classroom	0	0	0	0
Using a Student's Profile and & Schedule of Services	0	0	0	0
Using a Student's Profile to Support Instruction	0	3	0	0
When you Have a Visually Impaired Student in your Classroom	0	1	0	0

Note. GenEd = General Education; SPED = Special Education; Inst. Coach = Instructional Coach; Admin = Administrator

Table 17

Professional Development (PD) for Inclusion of Students with Disabilities offered from the 2015-2020 school years. First-fifth grade General education teachers, special education teachers, instructional coaches, and administrators

Professional Development Title 1-5 Grades	**GenEd.**	**SPED**	**Inst. Coach**	**Admin.**
Accommodations	74	22	1	0
Assistive Technology	0	3	0	0
Autism 101	0	5	0	0
Behavior Tips and Tricks	59	2	0	0
But Everyone is Different I TEK 35 Unique Learners	149	18	2	1
Collaborative Teaching Training	2	6	0	0
Coteach	53	14	0	0
CPI ½ Day Refresher Course	3	6	0	1
CPI Full-day Training	10	9	1	1
Data Collection of Students with Disabilities Re-Think	2	0	0	0
Designated Supports and Instructional Accommodations	2	4	0	0
Demystifying Special Education/Secondary	52	11	1	0
Full-day Nonviolent Crisis Intervention: New Staff	6	1	0	0
GoalBook	9	3	2	4
Implementing and Facilitating Student Led IEPs	0	1	0	1
Incorporating GoalBook with RTI K-5	3	2	0	0
Kurzweil 101	0	0	0	0
Mental Health	21	1	0	0
Non-Violent Crisis Intervention	8	1	0	0
Sheltered Instruction for Support Teachers (Fine Arts and SPED)	1	1	0	0
Special Education Professional Development Day 1	0	20	0	1
Special Education Professional Development Day 2	13	8	0	2
Special Populations/CTE Update	0	0	0	0
Supporting Students with Specially Designed Instruction	3	0	0	1

Understanding Dyslexia for the Classroom	4	1	0	0
Universal Design for Learning	22	12	0	5
Using a Student's Profile and & Schedule of Services	1	10	0	1
Using a Student's Profile to Support Instruction	2	9	1	1
When you Have a Visually Impaired Student in your Classroom	0	1	0	0

Note. GenEd = General Education; SPED = Special Education; Inst.Coach = Instructional Coach; Admin = Administrator

Table 18

Professional Development (PD) for Inclusion of Students with Disabilities offered from the 2015-2020 school years.

Sixth-Eight grade General Education Teachers, Special Education Teachers, Instructional Coaches, and Administrators.

Professional Development Title 6-8 Grade	**GenEd.**	**SPED**	**Inst. Coach**	**Admin.**
Accommodations	25	23	0	0
Assistive Technology	0	0	0	0
Autism 101	0	2	0	0
Behavior Tips and Tricks	1	2	0	0
But Everyone is Different I TEK 35 Unique Learners	44	11	0	0
Collaborative Teaching Training	0	2	0	0
Coteach	43	13	0	0
CPI ½ Day Refresher Course	0	3	0	0
CPI Full-day Training	0	4	0	0
Data Collection of Students with Disabilities Re-Think	9	2	0	0
Designated Supports and Instructional Accommodations	2	0	0	0
Demystifying Special Education/Secondary	18	4	0	0
Full-day Nonviolent Crisis Intervention: New Staff	1	0	0	0
GoalBook	2	0	0	0
Implementing and Facilitating Student Led IEPs	0	0	0	0
Incorporating GoalBook with RTI K-5	1	0	0	0
Kurzweil 101	2	2	0	0
Mental Health	43	3	2	1
Non-Violent Crisis Intervention	1	0	0	0
Sheltered Instruction for Support Teachers (Fine Arts and SPED)	3	2	0	0
Special Education Professional Development Day 1	0	3	0	1
Special Education Professional Development Day 2	0	4	0	1

Special Populations/CTE Update	4	0	0	0
Supporting Students with Specially Designed Instruction	0	0	0	1
Universal Design for Learning	3	4	0	0
Understanding Dyslexia in the Classroom	1	0	0	0
Using a Student's Profile and & Schedule of Services	2	0	0	0
Using a Student's Profile to Support Instruction	1	6	0	0
When you Have a Visually Impaired Student in your Classroom	0	0	0	0

Note. GenEd = General Education; SPED = Special Education; Inst.Coach = Instructional Coach; Admin = Administrator

Table 19

Professional Development (PD) for Inclusion of Students with Disabilities offered from the 2015-2020 school years

Nine-Twelfth grade General education Teachers, Special education teachers, Instructional Coaches, and Administrators.

Professional Development Title 9-12 Grades	**GenEd.**	**SPED**	**Inst. Coach**	**Admin.**
Accommodations	38	9	1	0
Assistive Technology	0	0	0	0
Autism 101	0	1	0	0
Behavior Tips and Tricks	0	0	0	0
But Everyone is Different I TEK 35 Unique Learners	66	2	0	0
Collaborative Teaching Training	2	6	0	0
Coteach	21	5	0	0
CPI ½ Day Refresher Course	0	3	0	0
CPI Full-day Training	0	2	0	0
Data Collection of Students with Disabilities Re-Think	0	0	0	0
Designated Supports and Instructional Accommodations	0	0	0	0
Demystifying Special Education/Secondary	6	4	0	0
Full-day Nonviolent Crisis Intervention: New Staff	0	0	0	0
GoalBook	3	4	0	7
Implementing and Facilitating Student Led IEPs	0	1	0	1
Incorporating GoalBook with RTI K-5	0	1	0	0
Kurzweil 101	0	0	0	0
Mental Health	9	1	0	0
Non-Violent Crisis Intervention	9	0	0	0
Sheltered Instruction for Support Teachers (Fine Arts and SPED)	0	0	0	0
Special Education Professional Development Day 1	0	5	0	0
Special Education Professional Development Day 2	0	7	0	0

Special Populations/CTE Update	8	0	0	0
Supporting Students with Specially Designed Instruction	0	0	0	0
Understanding Dyslexia in the Classroom	0	0	0	0
Universal Design for Learning	1	4	0	1
Using a Student's Profile and & Schedule of Services	5	2	0	0
Using a Student's Profile to Support Instruction	1	1	0	1
When you Have a Visually Impaired Student in your Classroom	0	1	0	1

Note. GenEd = General Education; SPED = Special Education; Inst. Coach = Instructional Coach; Admin = Administrator