

Current Reality and GSAPS

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PL & Technology Innovation

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**Vision**

The vision of Brumby Elementary School is to prepare “digital-age learners for success in a global, ever-changing society”, within an environment that provides the technology necessary to meet the goals of our strategic plan. That plan includes (a) leveraging technology to transform traditional classrooms into digital-age classrooms, (b) creating and supporting effective and ethical digital-age learning environments, and (c) empowering digital age learners, teachers, and administrators to use technology tools to enhance rigorous, relevant, and engaging learning experiences (Lake, 2018). As our instructional technology coach, Sandra Lake shares the SAMR model as a guide to understanding and implementing this vision for technology use (S. Lake, personal communication, September 12, 2018). As a school, Brumby’s goal is to move from substitution of technology as a means of instruction to using technology in order to modify and redefine tasks, as SAMR includes four aspects of substitution, augmentation, modification, and redefinition (Schoolology Exchange, 2017). Our principal, Dr. Amanda Richie, adds that her vision is to provide a technology device to every child in every classroom, not just in every homeroom, as Brumby has a great number of support classrooms; therefore, around 90% of that goal has been met (A. Richie, personal communication, September 12, 2018).

**Needs Assessment**

Brumby’s lack of performance in math and reading in recent years is evident according to student achievement data from Milestones End-of-Grade (EOG) assessments (Georgia Department of Education, 2018). This data drives our professional development opportunities, which include creating personalized learning for teachers in support of remediation and acceleration for students (S. Lake, personal communication, September 12, 2018). Brumby’s teacher population consists of those who have been at the school for twenty-plus years, as well as teachers new to the county and actual profession. With a transient student population and a

variety of teaching backgrounds, it can be difficult to pinpoint where instruction may be lacking; however, math and reading stand out as specific areas in need of improvement over time, regardless of the student population or teacher background.

### **Professional Learning**

The professional learning opportunities at Brumby involve use of digital learning for intervention and enrichment in the areas of math, reading, social studies, science, and writing, with goals for instruction and assessment. One type of group is named HYPE (Helping Young People Succeed) and is collaborative among grade levels, which supports technology integration within vertical teaming. Another schoolwide opportunity is MIE certification as part of Cobb Collaborative Communities (CCCs), in which teachers will receive support and training in all aspects of Office 365 (S. Lake, personal communication, September 12, 2018). A countywide initiative also exists with CCCs, in that teachers of specific subject areas can meet together to work towards common goals in use of technology, and an individual opportunity exists as select educators attend Innovation Academies supporting STEM to STEAM and Advanced STEAM goals.

Other trainings specific to Brumby include iRespond, Seesaw, Flipgrid, and Kahoot, in support of instruction and assessment. Use of digital portfolios and online STEM journals using OneNote and OneDrive within Office 365 have helped us move towards modification and redefinition of tasks as part of SAMR, and extended trainings are planned as teacher needs surface. In addition, our unique special areas program, Core Expansion (CoreX), not only offers students expanded time in art, music, P.E., math, science, social studies, writing, careers, and counseling, but also provides 80 minutes of planning time for homeroom teachers, during which grade-level specific professional development takes place.

Follow-up support is available through Brumby's full-time instructional technology coach Sandra Lake, as well as a county-level coach who commits to designated days at our school for initial and continued trainings. Our academic coaches work with the technology coaches to fully support goals that align with the school's strategic plan.

### **Alignment with School Improvement Plan Goals**

Brumby's specific school improvement plan includes (a) increasing the percentage of students from non-proficient on mathematics inventories and EOG assessment to proficient by 3 percent, and (b) increasing the percentage of non-proficient to proficient by 3% on both reading inventories and English/Language Arts (ELA) EOG. In support of our mathematics goal, teachers from first, third grade, fourth, and fifth grades will receive Global Strategy Stage Assessment (GloSS) and Individual Knowledge Assessment of Numeracy (IKAN) training (Lake, 2018). In support of our reading and writing goals, teachers in grades K-5 received training in Orton-Gillingham phonemic awareness strategies, and beginning teachers are eligible for additional professional development geared toward individual teacher or student needs. The goals of each HYPE team are aligned with the school improvement plan, and MIE training as part of our school Cobb Collaborative Communities will help teachers develop skills for collaborating and sharing data in support of math, reading, and writing goals (S. Lake, personal communication, September 12, 2018).

### **Funding & Incentives**

As a Title I school, much of Brumby's professional development funding comes from a combination of specific funds, grants, and donations. The school receives \$50 per homeroom classroom teacher of federal staff development dollars, and 5% of the Title I budget (currently approximately \$12,000) goes toward professional development (A. Richie, personal

communication, September 12, 2018). Orton-Gillingham training was funded by the East Cobb Rotary Club. REAP (Reading is Essential for All People) Foundation, a non-profit organization dedicated to improving reading proficiency in Georgia public school students (REAP: Reading is Essential for All People, 2018), periodically donates toward Brumby's staff development efforts (S. Lake, personal communication, September 12, 2018). In addition, Brumby received cell-phone tower grants to support our STEM program, which includes funding support for professional development, with a projected grant of \$7,000 for this school year.

Brumby participates in the Georgia Teacher Keys Effectiveness System (TKES), which contains a professional development component with a goal of proficient or exemplary. To obtain this rating, teachers must demonstrate high levels of professional knowledge and a commitment to professional growth (A. Richie, personal communication, September 12, 2018). Other incentives include the opportunity to earn MIE certification badges, STEM to STEAM and Advanced STEAM individual certification, as well as HYPE team technology training, all of which correlate a commitment to personal professional development and the opportunity to assume leadership roles within our school (S. Lake, personal communication, September 12, 2018).

### **Diversity**

Brumby's diverse ethnicity includes 59% Black, 24% Hispanic, 7% White/Caucasian, 5% Asian, and 5% Multi-Racial, with 11% English Language Learners (ELL) as well as 11% Students with Disabilities (SWD). Within this breakdown, 72% of students are economically disadvantaged and receive free or reduced-price lunch (Cobb County School District, 2018).

Professional development involving culturally responsive pedagogy occurred in previous years at Brumby, and several staff members have participated in poverty training, but there is

currently no specific support of either as far as teaching and learning. Although professional development related to students with disabilities (SWD) is available for specific situations, there is little to none required of or offered for those who may teach those students on occasion (such as CoreX teachers). Brumby does provide funding for staff members to attend conferences geared toward special education teachers, but offers little professional learning related to SWD at our school setting (S. Lake, personal communication, September 12, 2018).

### **Collaboration**

Brumby's vertical teaming occurs within HYPE teams geared towards specific learning goals pertaining to subject area and critical needs in those areas. Although the teams may focus upon STEM or Reading through Intervention, all align with areas in the school improvement plan, along with use of technology to support those goals. These teams will focus on content area strategies, which include creation of assessments that effectively pinpoint student needs, and digital learning goals that align with the school improvement plan (S. Lake, personal communication, September 12, 2018).

With classroom teachers having 80 minutes of instructional planning each day, there is ample time for training and implementation of technology necessary to meet the goals stated above. This also provides an opportunity for grade level teachers to work together towards common goals, so that after professional learning takes place, expansion upon that learning can support specific math, reading, and writing initiatives. Participation in MIE Education/Certification will also take place during that time, providing for homework and extension assignments to be completed collaboratively as well. In many instances, CoreX classrooms also collaborate with grade level teachers to support individual student needs in regards to reading, writing, and math.

**Criterion and Evaluation**

The impact of professional learning on teacher practice is assessed through classroom walks, TKES observations, and collaborative meetings with HYPE and CCC teams. The effectiveness of the MIE Education/Certification will be evaluated by observation of school-wide communication and collaboration, and by comparison of teachers' perceptions concerning school-wide communication (measured by end-of-year teacher surveys) with results from previous years. Assessment of the impact upon student learning is more challenging. Due to the school's high transient rate, it is difficult to track long-term improvements in student achievement (A. Richie, personal communication, September 12, 2018). Less than 20% of Brumby fifth-grade students at the end of the school year have been enrolled since kindergarten, and the administration has not yet found a meaningful way to assess the impact of professional learning with students who have been enrolled for multiple years (S. Lake, personal communication, September 12, 2018). Overall, our goals are to meet each student where they are, and through technology training and implementation in support of academic initiatives, move students towards proficiency and excellence in the areas of math and reading.

References

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## Georgia School Performance Standards

### *PROFESSIONAL LEARNING*

The means by which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students

<b>Professional Learning Standard 1:</b> Aligns professional learning with needs identified through analysis of a variety of data			
<input type="checkbox"/> <b>Level 4</b> <b>Exemplary</b>	<input checked="" type="checkbox"/> <b>Level 3</b> <b>Operational</b>	<input type="checkbox"/> <b>Level 2</b> <b>Emerging</b>	<input type="checkbox"/> <b>Level 1</b> <b>Not Evident</b>
Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	Professional learning needs are identified using limited sources of data.	Professional learning needs are identified using little or no data.
<b>EVIDENCE:</b> Brumby uses student achievement data from reading and math inventories and from End-of-Grade (EOG) assessments to identify professional learning needs. To improve achievement in mathematics teachers will receive Global Strategy Stage Assessment (GloSS) and Individual Knowledge Assessment of Numeracy (IKAN) training. To improve reading and writing skills, teachers in grades K-5 received training in Orton-Gillingham phonemic awareness strategies, and teachers work with our writing specialist and academic coaches to develop vertical alignment of writing instruction across grade levels. Needs assessments help gather information about teachers’ perceptions about where additional professional development opportunities would be beneficial.			
<b>RECOMMENDATIONS:</b> Use data from GloSS and IKAN to develop differentiated professional learning aligned with targeted areas of weakness in mathematics, focusing on basic numeracy in grades 1 and 2.			

This professional development can take place during teachers' 80-minute planning session at least one time per month throughout the school year.

## Georgia School Performance Standards

<b>Professional Learning Standard 2:</b> Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance			
<input type="checkbox"/> <b>Level 4</b> <b>Exemplary</b>	<input type="checkbox"/> <b>Level 3</b> <b>Operational</b>	<input checked="" type="checkbox"/> <b>Level 2</b> <b>Emerging</b>	<input type="checkbox"/> <b>Level 1</b> <b>Not Evident</b>
<p>Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.</p>	<p>Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).</p>	<p>Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).</p>	<p>Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).</p>
<p><b>EVIDENCE:</b> Classroom teachers have 80 minutes of planning time each day, and one day a week is set aside for team meetings and collaborative planning. Someone from the administrative team regularly attends these team meetings. More of this time is spent developing collaborative lesson plans and collaborative assessments than on acquiring skills and refining practice.</p>			
<p><b>RECOMMENDATIONS:</b> Grade level teams should develop a schedule through which teachers can observe a team peer teaching a lesson targeted to mathematics or ELA weaknesses. At least one collaborative planning session per month should focus on teachers sharing feedback from their observations and collaborating to improve professional practice.</p>			

## Georgia School Performance Standards

<b>Professional Learning Standard 3:</b> Defines expectations for implementing professional learning			
<input type="checkbox"/> <b>Level 4</b> <b>Exemplary</b>	<input checked="" type="checkbox"/> <b>Level 3</b> <b>Operational</b>	<input type="checkbox"/> <b>Level 2</b> <b>Emerging</b>	<input type="checkbox"/> <b>Level 1</b> <b>Not Evident</b>
<p>Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.</p>	<p>Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.</p>	<p>Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.</p>	<p>Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.</p>
<p><b>EVIDENCE:</b>                      Administrators and teacher leaders clearly communicate expectations for professional learning in our school. All teachers will participate in HYPE (Helping Young People Excel) teams which will explore vertical alignment in different subject areas. Administrators and teacher leaders have also defined expectations that all Brumby teachers will receive Microsoft Innovative Educator certification this year.</p>			
<p><b>RECOMMENDATIONS:</b>                      Provide grade-level teams and HYPE teams with timelines which communicate the expected stages of implementation for the desired professional learning initiatives. Describe the types of evidence administrators will seek as they monitor the implementation process.</p>			

## Georgia School Performance Standards

<b>Professional Learning Standard 4:</b> Uses multiple professional learning designs to support the various learning needs of the staff			
<input type="checkbox"/> <b>Level 4</b> <b>Exemplary</b>	<input type="checkbox"/> <b>Level 3</b> <b>Operational</b>	<input checked="" type="checkbox"/> <b>Level 2</b> <b>Emerging</b>	<input type="checkbox"/> <b>Level 1</b> <b>Not Evident</b>
<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.</p>	<p>Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.</p>	<p>Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.</p>
<p><b>EVIDENCE:</b>                      Brumby has several staff members who are completing coursework to improve their professional practice, and several other teams of staff members have sought professional learning opportunities to improve student achievement. Teachers will receive follow-up feedback from county instructional technology coach for MIE cohort assignments, and this follow-up will be on-going throughout the school year. In the past, staff has participated in collaborative book studies and classroom peer observations focusing, but not in recent years. There is little follow-up feedback following professional learning events.</p>			
<p><b>RECOMMENDATIONS:</b>                      Develop timelines for implementation of professional learning strategies and practices. These timelines should include opportunities for debriefing and for teachers to receive feedback and coaching.</p>			

## Georgia School Performance Standards

<b>Professional Learning Standard 5:</b> Allocates resources and establishes systems to support and sustain effective professional learning			
<input type="checkbox"/> <b>Level 4</b> <b>Exemplary</b>	<input checked="" type="checkbox"/> <b>Level 3</b> <b>Operational</b>	<input type="checkbox"/> <b>Level 2</b> <b>Emerging</b>	<input type="checkbox"/> <b>Level 1</b> <b>Not Evident</b>
<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	<p>Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.</p>	<p>Some resources and systems are allocated to support and sustain professional learning.</p>	<p>Few, if any, resources and systems are provided to support and sustain professional learning.</p>
<p><b>EVIDENCE:</b>                      Although it is difficult for the school to obtain substitute teachers, there is adequate funding to provide substitute teachers during professional development. Teachers have access to a multitude of technology resources and other professional resources. Academic coaches have arranged stipends for summer professional development. The school has a professional development classroom and a maker’s space which both support professional development. Also, Brumby classroom teachers have 80 minutes of planning time scheduled each school day which allows generous time for professional development.</p>			
<p><b>RECOMMENDATIONS:</b>                      As suggested previously, create timelines illustrate the implementation process for professional learning initiatives. The process should give teachers opportunities to receive feedback and coaching. They should also include a description of how the effectiveness of the initiatives will be evaluated.</p>			

## Georgia School Performance Standards

<b>Professional Learning Standard 6:</b> Monitors and evaluates the impact of professional learning on staff practices and student learning			
<input type="checkbox"/> <b>Level 4</b> <b>Exemplary</b>	<input type="checkbox"/> <b>Level 3</b> <b>Operational</b>	<input checked="" type="checkbox"/> <b>Level 2</b> <b>Emerging</b>	<input type="checkbox"/> <b>Level 1</b> <b>Not Evident</b>
Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.
<p><b>EVIDENCE:</b>                      Monitoring the impact of professional learning on staff practices occurs through teacher observations and the TKES assessment process. It is difficult to evaluate the impact of professional learning on student learning due to the transient nature of Brumby Elementary school.</p>			
<p><b>RECOMMENDATIONS:</b>                      Create a spreadsheet for tracking the reading and math achievement across school years for students who have been enrolled at Brumby for multiple years. Align this data chronologically with the timeline of different professional learning events and initiatives at Brumby over the past five academic years (the maximum number of years a fifth-grade student could be enrolled). Look for correlations between professional learning and increased student achievement.</p>			

## Georgia School Performance Standards

<b>KSU ITEC Professional Learning Standard:</b> Professional learning reinforces educators’ understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning.			
<input type="checkbox"/> <b>Level 4</b> <b>Exemplary</b>	<input type="checkbox"/> <b>Level 3</b> <b>Operational</b>	<input checked="" type="checkbox"/> <b>Level 2</b> <b>Emerging</b>	<input type="checkbox"/> <b>Level 1</b> <b>Not Evident</b>
<p>Classroom practices (e.g., considering interests, backgrounds, strengths, and preferences to provide meaningful, relevant lessons and assess student progress, differentiating instruction, and nurturing student capacity for self-management) of all teachers reflect an emotionally and physically safe environment where respect and appreciation for a diverse population is evident. There are high achievement expectations for all students and teachers. The principal and other leaders provide professional learning for teachers lacking understanding of the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.</p>	<p>Classroom practices of most teachers reflect skill in communicating high expectations for each student and adjusting classroom activities to meet student needs. Respect for students’ cultures and life experiences is evident through the emotionally and physically safe learning environment where students of diverse backgrounds and experiences are taught the school code of conduct (customs) to help them be successful in the school context.</p>	<p>Classroom practices of some teachers reflect evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.</p>	<p>Classroom practices reflect little or no evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.</p>



**EVIDENCE:**

Brumby's student population represents many different races and cultures. Brumby has offered professional development on culturally relevant pedagogy in the past in which much of the current staff participated. There are, however, many new staff members who could potentially benefit from similar professional development. Professional development related to students with disabilities (SWD) has been limited, although the school has provided funding to attend conferences for several staff members who have expressed an interest in this area of professional development.

**RECOMMENDATIONS:**

Provide follow-up professional development on culturally-relevant pedagogy to the staff. Since all Brumby teachers work with SWD, provide periodic training on teaching practices which support the widely diverse academic and behavioral needs of SWD.

**Georgia School Performance Standards**

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