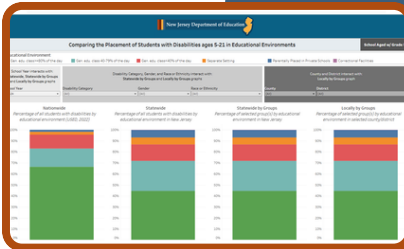


Data Exploration Guide:



Improving Educational Environment Rates for Instructional Coaches



This guide helps instructional coaches to explore educational environment data to foster meaningful discussions and maximize inclusive opportunities for students with disabilities.

Least Restrictive Environment (LRE) is a cornerstone of the Individuals with Disabilities Education Act (IDEA) and is closely tied to the provision of a Free Appropriate Public Education (FAPE). This federal special education law affirms the civil rights of students with disabilities by emphasizing that they should be educated alongside their non-disabled peers to the maximum extent appropriate. The principle of LRE is about ensuring that students with disabilities have access to an inclusive learning environment while still receiving the individualized supports and services they need to succeed.

WHY EXAMINE EDUCATIONAL ENVIRONMENT (LRE) DATA?

Educational environment data reflect the number of students with disabilities, ages 3 to 21, placed in general education settings to varying degrees throughout the school day. This tool compares educational environment data at the national, state and local levels. While special education is a service—not a place—and LRE decisions are based on individual student needs, this data emphasizes the importance of promoting a full continuum of placement options, meaningful inclusive opportunities, and appropriate supplementary aids and services.

HOW CAN INSTRUCTIONAL COACHES USE THIS DATA?

- Identify schools/grade levels with low inclusion rates for targeted coaching support.
- Analyze patterns by subject area to focus professional development efforts.
- Collaborate with CST members to understand support needs in general education.
- Track correlation between teacher coaching participation and inclusion rates.
- Use data to advocate for inclusive professional development priorities.

KEY QUESTIONS TO ASK

- How can we support teachers and paraprofessionals to meet the needs of diverse learners in their classrooms?
- What instructional strategies benefit students both with and without disabilities?
- How do we address teacher concerns about meeting the needs of students with disabilities?
- What classroom management and instructional modifications support inclusive practices?
- How can we model collaborative teaching approaches with special education staff?

WHY THIS DATA MATTERS TO INSTRUCTIONAL COACHES

- General education teacher confidence directly impacts willingness to include students with disabilities
- Instructional quality in general education settings affects outcomes for all students
- Coaches bridge the gap between special education supports and curriculum access
- Universal Design for Learning benefits students with and without disabilities
- Your coaching can remove barriers to inclusion at the classroom level

HOW INSTRUCTIONAL COACHES CAN TAKE ACTION



CURRICULUM MODIFICATION

Help teachers modify and adapt lessons for diverse learners



UNIVERSAL DESIGN

Coach implementation of UDL principles in lesson planning



COLLABORATION

Facilitate partnerships between general and special education teachers



ASSESSMENT

Guide teachers in using diverse assessment methods and accommodations



ENVIRONMENT

Help create welcoming, supportive spaces for all learners



RESOURCES

Ensure materials, technology, and supports reach general education classrooms