Fall Training 2013
# ODE County Contacts

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Stella Brown</td>
<td>Ginna Oliver</td>
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<tr>
<td>Martha Buenrostro</td>
<td>Robbi Perry</td>
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<td>Alan Garland</td>
<td>Laura Petschauer</td>
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<td>Melissa Glover</td>
<td>RaeAnn Ray</td>
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<td>Sam Ko</td>
<td>Holly Reed-Schindler</td>
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<tr>
<td>Brad Lenhardt</td>
<td>Bruce Sheppard</td>
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<tr>
<td>Cherisse Loop</td>
<td>Sally Simich</td>
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<tr>
<td>Michael Mahoney</td>
<td>Steve Woodcock</td>
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</tbody>
</table>
ODE Re-Organization

Office of Learning

Equity Unit
• David Bautista

Student Services Unit
• Sarah Drinkwater

Instruction, Standards, Assessment & Accountability Unit
• Jim Carlile & Doug Kosty
Why are we here?
Oregon Legislation 2013
Legislation 2013

Publication of the Oregon Department of Education: A Summary of Enacted Education Legislation
Legislation 2013

Assessment
• HB 2193 – Alternate Assessments*

Early Learning
• HB 3234 – Early Learning Division

Funding
• HB 2506 – State School Fund Task Force
Legislation 2013

High School Transitions/Diplomas

• HB 2743 – Transitions for Students with Disabilities
• HB 2898 – Students with Disabilities Earning College Credit*
• HB 3264 – Assisting Students with Disabilities*
Legislation 2013

Safety & Health
• HB 2192 – Discipline Policies
• HB 2585 – Restraint and Seclusion
• HB 2756 – Seclusion Cells

School Operations
• HB 2747 – District Transfers*
Legislation 2013

Teaching & Learning
• HB 3232 – Strategic Investments
• HB 3233 – Educator Network
• SB 271 – Professional Development

Task Forces
Focus on Results

The work of the Governor as Superintendent of Public Instruction, the Legislature, the Oregon Education Investment Board (OEIB) and the reorganization of the Oregon Department of Education have refocused Oregon public education on results for students.
Focus on Results

Likewise, the U.S. Department of Education has refocused its resources and efforts on results for students – in effect restoring IDEA to its original purpose of results for children with disabilities.
**Individuals with Disabilities Education Act (IDEA)**

- *The Individuals with Disabilities Education Act (IDEA)* is a Federal law that guarantees a free, appropriate public education (FAPE) to each child with a disability throughout the nation.

- *The IDEA* governs how states and public agencies provide early intervention, special education, and related services to approximately 7 million eligible infants, toddlers, children, and youth with disabilities.
Past and Present

• In 2005, the U.S. Department of Education initiated the first State Performance Plan, a five year plan, with Annual Performance Reports (SPP/APR).

• The original SPP timeline, 2005-2010, was extended through 2012.

• The new SPP, in effect from 2013-2018, will combine the SPP and the APR into one document and modify some indicators.
What is the SPP

• The next SPP is a collection of 17 performance and compliance indicators.

• The data collected for these indicators is gathered through the reports of work you do for students that is collected through the SPR&I data system and other data you submit to ODE each year.
Focus

OSEP originally selected the SPP/APR indicators and accountability measures to focus on areas connected to student results and to report both compliance and performance, but the actual data reported was strongly focused on compliance measures.
SPP/APR Refocus

• The SPP/APR proposed for the next six year period includes a comprehensive, multi-year State Systemic Improvement Plan (SSIP), focused on improving results for children with disabilities.

• Instead of multiple small improvement plans for each indicator, the SSIP will contain broad strategies with detailed improvement activities.
What about compliance?

- States must still ensure that early intervention and special education services align with IDEA requirements, so ODE still have an IDEA “general supervision” responsibility for monitor and to collect data on compliance indicators.
Proposed FFY 2013-2018 SPP/APR for IDEA Part B (ages 3-21)

OSEP has included 17 indicators in the SPP/APR:

1. Graduation
2. Dropout
3. Assessments
4. Suspension/Expulsion
5. LRE
6. Preschool LRE
7. Preschool Outcomes
Proposed FFY 2013-2018 SPP/APR for IDEA Part B (ages 3-21)

8. Parent Involvement
9. Disproportionate Representation
10. Disproportionate Representation—disability category
11. Evaluation Timelines
12. Preschool Transition
13. Transition Services
14. Post-school Outcomes
Proposed FFY 2013-2018 SPP/APR for IDEA Part B (ages 3-21)

15. Resolution Sessions
16. Mediation
17. State Systemic Improvement Plan (SSIP)

- The SSIP is the only new indicator and will contain a broad improvement strategy and activities for each state’s proposed strategy for long range improvements in special education.
Indicator 17: State Systemic Improvement Plan

Phase 1 (first submitted with SPP/APR in 2015*)

• Data Analysis;
• Identification of the Focus for Improvement;
• Infrastructure to Support Improvement and Build Capacity; and
• Theory of Action.

*Note: 2015 SPP/APR reports data from FFY 2013
Indicator 17: State Systemic Improvement Plan

**Phase II** (first submitted with the 2016* SPP/APR):

- Infrastructure Development;
- Support for local educational agency (LEA) Implementation of Evidence-Based Practices; and
- Evaluation Plan.

*Note: 2016 SPP/APR reports data from FFY 2014*
Results Driven Accountability (RDA)
IDEA and Accountability

• Under IDEA 2004 requirements, the primary goal for providing services to individuals with disabilities is: *prepare them for further education, employment, and independent living.*

• Thus, improving educational results and functional outcomes for students and their families should be the main focus of the accountability system.

• However, an over emphasis on regulatory procedural compliance without consideration of results has created a bureaucratic process for states to implement.
U.S. Department of Education

• In 2012, the U.S. Department of Education recognized that the *educational outcomes of children and youth with disabilities have not improved as much as expected* even with intensive Federal regulatory oversight and significant funding provided to address closing achievement gaps through programs such as *No Child Left Behind* and *IDEA*. 
Historic Changes Announced in 2012

On March 2, 2012, U.S. Secretary of Education Arne Duncan announced historic changes in Federal policy:

• To help close the achievement gap for students with disabilities,

• To move away from a one-size-fits-all, compliance-focused approach, and

• To craft a more balanced system that looks at how well students are being educated in addition to continued efforts to protect their rights.
Results-Driven Accountability (RDA)

A new model to strengthen accountability for students with disabilities:

• Moving away from a regulatory emphasis on procedural compliance to a results-driven accountability model

• Focusing on improving educational results and functional outcomes for children and youth with disabilities
OSEP’s Vision for RDA

• In order to fulfill IDEA’s requirements, a more balanced approach to determining program effectiveness in special education is necessary.

• The Office of Special Education Programs’ (OSEP) vision for Results-Driven Accountability (RDA) is that all components of accountability will be aligned in a manner that best supports states in improving results for infants, toddlers, children and youth with disabilities, and their families.
OSEP’s Rationale for Change and Background

Children with disabilities are part of, not separate from, the general education population. Thus, special education accountability should strengthen and compliment other educational reform initiatives, including ESEA flexibility.
OSEP’s Rationale for Change and Background

An emphasis on compliance over results in special education fails to acknowledge those states where children with disabilities are achieving and being prepared for a range of college and career options appropriate to their individual needs and preferences.
OSEP’s Rationale for Change and Background

The accountability system under the IDEA should provide meaningful information to the public regarding the effectiveness of states and local educational agencies in educating children with disabilities.
Core Principles of RDA

Developing a system that:

• Is in partnership with stakeholders
• Is transparent and understandable
• Drives improved outcomes
• Ensures protection of individual rights
• Provides differentiated incentives, supports, and interventions
• Encourages states to direct their resources to where they can have the greatest positive impact
• Is responsive to the needs and expectations of the ultimate consumers
New RDA Model

A more balanced approach for determining program effectiveness in special education will be implemented in 2013:

• An annual review of all **indicator data for both compliance and results** from the State Performance Plan (SPP) and Annual Performance Report (APR) will be required.

• The state as well as local districts will be held accountable jointly to **improve results and demonstrate growth over time**.

• This new focus on **joint responsibility for accountability** will require states and local districts to **establish collaborative models** that will address **improving educational results and student learning outcomes**.
State Accountability and Annual Determinations

• The designation “Meets Requirements” should acknowledge a state’s effectiveness in improving outcomes for children and youth with disabilities relative to other states and to the nation as well as ensuring that states meet the IDEA program requirements.

• OSEP is constructing a new matrix for making annual determinations that will address student achievement and growth as well as other student outcome measures such as graduation rates.
Student File Validation & Monitoring
File Validation Process

• GOAL: Verify student SPED files for at least 40 districts across the state
• NUMBER OF FILES: Varies based on size of district; files are selected from PCR list
• SAMPLING FACTORS: District size and regional location
• DATA USE: Provide regional training and support
• TIME FRAME: March – April, 2014
Oregon Standard IEP Forms
& Sample Forms
Forms

• ODE is in the process of revising the Oregon Standard IEP form
  – Feedback session at Fall Conference
  – We want to receive your suggestions
  – Other opportunities will be available
• ODE is in the process of revising all Sample Forms
  – Remember, these are only sample forms
QUESTION?

What changes would you like to see with the Oregon Standard IEP form?
Closing the Achievement Gap
Closing the Achievement Gap

• High Expectations
• Leadership and Focus
• High Quality Teaching
• Accountability
• Professional Development
• Parent and Community Engagement
• Commitment to Action
Common Core State Standards
Informational Documents Addressing Students with Disabilities

- Application to Students with Disabilities
- Implications for Students Receiving Special Education Services
- Access for All

... and more to come.
Instruction for SWD must incorporate supports and accommodations, including:

- Supports and related services
- IEP annual goals aligned with grade-level academic standards
- Personnel deliver high-quality, evidence-based, individualized instruction
Application to Students with Disabilities
by Common Core State Standards Initiative

Participation in the GE curriculum for SWD, may be provided:

• Universal Design for Learning (UDL)
• Instructional accommodations
• Assistive technology (along with accessible instructional materials) to ensure access
Implications for Students Receiving Special Education Services

By International Center for Leadership in Education

Identifies five key elements:

• Ownership
• High Expectations
• Intervention Systems
• Inclusion/Collaborative Teaching
• Organization/Professional Development
Access for All
By National Association of Elementary School Principals

Identifies six key principles that must be considered when implementing CCSS:
• SWD require individual educational planning
• Accommodations vs. Modifications
• Evidence-based practices
• Assessments measure progress and growth
• Alignment of IEP goals with standards
• Hire and support the best special educators
QUESTION?

What is the level of confidence with implementation of the CCSS among special education teachers to teach and provide support to general education teachers?
Universal Design for Learning
What is UDL?

• A set of principles for curriculum development that gives all individuals equal opportunities to learn

• UDL provides a blueprint for creating [instructional goals, methods, materials, and assessments that work for everyone]—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs
The term UNIVERSAL DESIGN FOR LEARNING means a scientifically valid framework for guiding education practice that:

(A) Provides flexibility in ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

(B) Reduces barriers in instruction, provides appropriate accommodations, supports and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Higher Education Opportunity Act, 2008
Why is UDL necessary?

• Individuals bring a huge variety of skills, needs, and interests to learning.

• When curriculum (goals, methods, materials, and assessments) are designed to be accessible from the start the difficulties and expenses of subsequent “retrofitting” and adaptations of curriculum for students with disabilities can be reduced or eliminated.
# Universal Design for Learning

<table>
<thead>
<tr>
<th>Traditional Approach</th>
<th>UDL Approach</th>
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<tbody>
<tr>
<td>Assumes that the curricula is fixed: accommodations, modifications, and even differentiation, are retrofits that must be made in order to deal with student diversity</td>
<td>Assumes that the inflexible curricula is disabled: curricula needs to be designed for redesigned to meet the needs of a wide diversity of students <em>from the start</em></td>
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Traditional Approach to Learning

Accommodating & Modifying (retrofitting)

Universal Design
## Universal Design for Learning

<table>
<thead>
<tr>
<th>Differentiation</th>
<th>UDL</th>
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<tbody>
<tr>
<td>Based on readiness, interests, and/or learner profiles of individual learners</td>
<td>Based on recognition, strategic, and affective networks in the brains of all learners</td>
</tr>
<tr>
<td>Different content, products, and processes</td>
<td>Multiple means of representation, action and expression, and engagement</td>
</tr>
<tr>
<td>Flexible grouping is the key</td>
<td>Flexibility is the key</td>
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UDL and Differentiation?

Beware of Moose
Tenga Cuidado Con Los Alces
ムースに注意
ذار من موسح

Differentiation
Areas to Consider

Three primary brain networks come into play:

**Recognition Networks** (the WHAT)

**Strategic Networks** (the HOW)

**Affective Networks** (the WHY)
Recognition Networks

The “WHAT” of learning

Principle I

• Provide Multiple Means of Representation
  • Perception
  • Language, expression and symbols
  • Comprehension
Strategic Networks

The “HOW” of learning

Principal II

• Provide Multiple Means of Action and Expression
  – Physical action
  – Expression and Communication
  – Executive function

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Differentiate the ways that students can express what they know.

More ways to provide Multiple Means of Action and Expression
Affective Networks

The “WHY” of learning

Principal III

• Provide Multiple Means of Engagement
  – Recruiting interest
  – Sustaining effort and persistence
  – Self-regulation

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

Stimulate interest and motivation for learning

More ways to provide Multiple Means of Engagement
Why is this important?

• Common Core State Standards
  – About the “what”, not the “how”
  – Standards embed the goal (the what) and not the means (the how)

Example: Grade 7 Mathematics Standard

  “Apply and extend previous understandings of multiplication and division of fractions to multiply and divide rational numbers”
QUESTION?

When you visit classrooms (both GE and SPED environments), what UDL principles do you observe?
Accommodations & Modifications
What is an Accommodation?

• It is a device, practice, intervention, or procedure provided to a student with a disability that affords equal access to instruction and assessment.

• Accommodations do not compromise the learning expectations, construct, grade-level standard, and/or measured outcome.
Why Provide an Accommodation?

• It is important to identify the student's learning style (visual, auditory or kinesthetic) and confirm that the optimal teaching strategies are used to instruct and demonstrate outcomes.

• It is important to reduce or eliminate the impact of the student’s disability, so that he or she can achieve a standard.
What are the Accommodation Categories?

• Changes in how information is presented, such as directions, educational content, and materials
• Changes in how the student responds or expresses him/herself
• Changes within the setting and scheduling
Changes in How Information is Presented

Who benefits?

• Students who have difficulty or an inability to read and comprehend directions presented in standard print.

• Students with language processing challenges.

• Students who are deaf or hard of hearing.

• Students who require a multisensory approach to learning.
Changes in How the Student Responds

Who benefits?

• Students with physical, sensory, or learning disabilities

• Students who have difficulty with memory, sequencing, directionality, alignment, and/or organization.
Changes in the Setting

Who benefits?

• Students who are easily distracted in large group settings and who concentrate best in small groups or an individual setting.

• Students who receive accommodations (e.g. read aloud, sensory supports) that might distract other students.

• Students with physical limitations might need a more accessible location, specific room conditions or special equipment.
Changes with the Scheduling

Who benefits?

- Students who cannot concentrate continuously for an extended period of time.
- Students who become frustrated or stressed easily and may need frequent or extended relaxation breaks.
- Students with health-related disabilities which cause varying levels of functioning from day to day.
- Students who fatigue easily should take testing before physical activities.
Input Strategies

Input strategies enable a student to access the subject matter and instruction depending on the student's needs. Examples are:

- Use visual aids
- Enlarge text
- Plan more concrete examples
- Use more graphic representation of concepts
- Use hands-on activities
- Place students in cooperative groups
- Give student written directions along with oral explanations
- Pre-teach key concepts
- Give one direction at a time
- Give student a written outline of the lesson
- Have student verbally repeat the directions
- Teach mnemonic devices (acronyms or rhymes)
Output Strategies

Output strategies help a student demonstrate knowledge. Examples are:

• Explain or give oral answers
• Demonstrate a concept using manipulatives, such as puzzles and games
• Use a computer to complete writing assignments
• Participate in cooperative groups to problem solve together and report outcomes
• Share in pairs rather than share with large group
• Use a calculator to work math problems
• Use multiple choice rather than essay questions
• Demonstrate rather than write
Environmental Strategies

**Environmental strategies** keep the student from being distracted and help the student complete the assignment. Examples are:

- Provide more time to complete the task.
- Seating away from group.
- Sitting near the teacher or at a desk with three walls blocking student's view from distractions.
- Frequent breaks during an assignment.
- Use earphones to mask extraneous noises.
What is a Modification?

• It is also a device, practice, intervention, or procedure... that affords equal access to instruction or assessment.

• Modifications change the learning expectations, construct, grade-level standard, and/or measured outcome.
Examples of Modifications

It is advisable that a student who needs modifications, work on the same core subject as his/her peers, but work with different material. Examples are:

- Writes one paragraph when the class is working on writing an essay or story
- Works on math facts when the class is working on two place multiplication
- Reads a short, high interest, low vocabulary book on the same subject as is read by the class
Why is this important?

Accommodations:
  • no negative impact for students

Modifications:
  • huge negative impact for students
QUESTION?

What is the system to communicate with GE teachers when a student has a need for an accommodation?

How do SPED teachers obtain information on the effective use of accommodations within the instructional setting?
Standards-Based IEPs
Standards-Based IEPs

Alabama → NASDSE → Oregon

A Seven-Step Process to Creating Standards-based IEPs
Seven-Step Process

- **STEP 1** – Consider the student’s grade-level content standards
- **STEP 2** – Examine student data to determine functioning in relation to grade-level standards
- **STEP 3** – Develop the present levels of academic performance and functional performance
- **STEP 4** – Develop measurable annual goals aligned with grade-level academic content standards
Seven-Step Process

• **STEP 5** – Assess and report the student’s progress throughout the year

• **STEP 6** – Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum

• **STEP 7** – Determine the most appropriate assessment option
QUESTION?

How confident are SPED teachers developing IEPs that are aligned to the Common Core State Standards?
Proficiency-Based Teaching & Learning
“You’ll have to explain this horrible essay grade to my dad. He thought it was some of his best work!”
Proficiency Based Teaching & Learning
What it isn’t.....

• A policy
• A program
• A specific strategy
• A specific technique
Proficiency Based Teaching & Learning: What it is....

A collection of effective instructional practices centered on student learning and standards based achievement that ensures all students are prepared for college and careers.
Proficiency Based Teaching & Learning

Student Centered Instruction includes:

• Student is center of learning process.
• Teacher expects all students to achieve.
• Teacher adjusts instruction allowing students to learn at individual rates.
• Teacher supports all students.
Proficiency Based Teaching & Learning:

Standards Based means:

• Explicit learning outcomes/targets
• Well defined standards
• Clear articulation for what students must know and do.
Proficiency Based Teaching & Learning

Student Engagement means:

• Students understand learning targets.
• Students understand proficiency levels to be attained.
• Students take responsibility/ownership for learning.
• Students receive appropriate teacher support.
• Students are active intentional partners in learning process.
Proficiency Based Teaching & Learning

Students Evaluated on Performance means:

- Students demonstrate proficiency for each learning target.
- Students are allowed multiple opportunities to demonstrate learning.
- Grading and credits are based only on demonstrated proficiency.
Proficiency Based Teaching & Learning

Formative Assessment means:

- Feedback provided on learning goal(s)
- Throughout instruction cycle
- Additional supports provided
- Instruction adjusted, and
- Ongoing
Proficiency Based Teaching & Learning

Collaboration Among Educators means:

• Teachers work collaboratively to improve instruction based on student outcomes.

• Professional learning communities are focused and targeted on instructional effectiveness.
Proficiency Based Teaching & Learning:

Instructional Leadership means:

• Principal and district office create necessary conditions in school to support teacher’s proficiency based practice.
Proficiency Based Teaching & Learning

Learning vs. Time Based means:

• Students move at their own pace.
• Seat time is not the measure of learning.
Educator Effectiveness & Highly Qualified SPED Requirements
Educator Effectiveness & Highly Qualified SPED Requirements

Documents:

• Flowchart – SB290 Evaluations
• HQ Special Education Requirements
Educator Effectiveness Flowchart

• Implements SD 290
• Requires evaluation of teachers* and administrators* that includes information about students’ learning and growth (SLG) goals
• Includes some special educators

* As defined in specific Oregon laws
HQ Special Education Requirements
Similarities and Differences: IDEA & ESEA

• IDEA and ESEA are aligned and cross-referenced in several areas, but are not identical.
• IDEA uses the ESEA definition of “core academic subjects.”
• IDEA and ESEA require teachers in certain settings to meet criteria to be considered “highly qualified.”
• ESEA has only one meaning of the term “highly qualified” (and one method of meeting the requirement).
HQ Special Education Requirements
Similarities and Differences: IDEA & ESEA

• Under IDEA a special education teacher may be deemed “highly qualified” in two ways:
  – Using the ESEA definition of “highly qualified” specified in 34 CFR § 300.18 (a); or
  – Using an IDEA alternative preparation route to certification that meets requirements specified in 34 CFR §300.18 (2).

• IDEA uses the ESEA definition of “core academic subjects.”
Resources

Legislation 2013
• http://www.ode.state.or.us/wma/teachlearn/confencematerials/sped/2013/enactedlegislation.pdf

Closing the Achievement Gap
• http://www.ode.state.or.us/search/results/?id=187

Results Driven Accountability
• http://www2.ed.gov/about/offices/list/osers/osep/rdar/index.html
Resources

Common Core State Standards
• http://www.ode.state.or.us/search/page/?id=2860
• http://www.ode.state.or.us/search/page/?id=3741

Universal Design for Learning
• http://www.udlcenter.org/aboutudl/udlguidelines
Resources

Proficiency-Based Teaching and Learning
• http://www.ode.state.or.us/pubs/eii/housebill2220faq.pdf

Highly Qualified Special Education Requirements
• http://www.ode.state.or.us/search/page/?id=2219
• http://www.ode.state.or.us/opportunities/grants/nclb/title_ii/a_teacherquality/special-education-and-highly-qualified-revised-may-2013.pdf
Resources

Educator Effectiveness

• http://www.ode.state.or.us/search/page/?id=3478
• http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/guidance-for-sb-290-evaluations.pdf
• http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/faqs-for-educator-effectiveness.pdf
• http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/oregon-framework--for-eval-and-support-systems.pdf