

RE-INVENTING SPECIAL EDUCATION: LEADERSHIP PRIORITIES FOR THE NEXT TEN YEARS

Missouri Council of Administrators of Special Education

Dr. Terry Allee—Executive Director MO-CASE

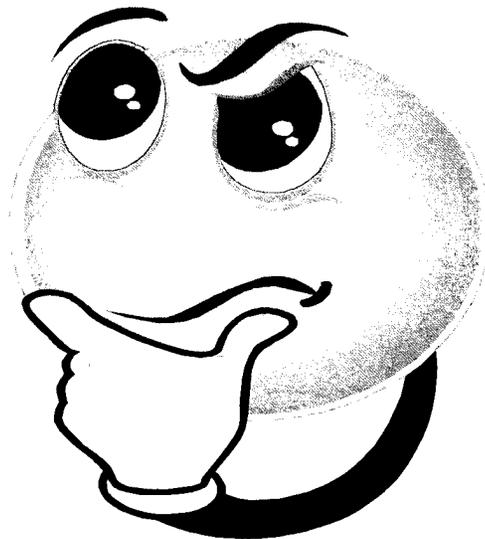
Dr. Thurma DeLoach—MO-CASE Project Facilitator

Special Education Advisory Panel

June 6, 2014

Fundamental Question:

- Does special education need to be re-invented in order to stay relevant and responsive in our current educational environment?
- **“Take two”**: What do you think? Are schools today different than they were in 1975—before PL 94-142?



Major changes in the nature of school

- All students with disabilities have full access to schools & most spend most of their day in regular classrooms
- Inclusive mindset among most educators; strong awareness of the range of student needs; schools include this in planning, programming, improvement efforts
- NCLB created accountability for all students—including SWD
- Increasingly diverse student needs—mobility, poverty, non-traditional families, LEP
- Fewer students with mild learning impairments identified for special education; MTSS and RTI is replacing “*wait to fail*” eligibility model
- Instructional research and technological innovations have changed the nature of teaching & learning (What does FAPE look like in an on-line classroom?)

- Increasing incidence of students with autism and significant medical impairments
- Common Core Standards & College/Career Ready Expectations apply to all
- Performance-based Assessments (Smarter Balance) include all students
- Educator evaluation/retention tied to student growth



Why is MO-CASE asking this question?

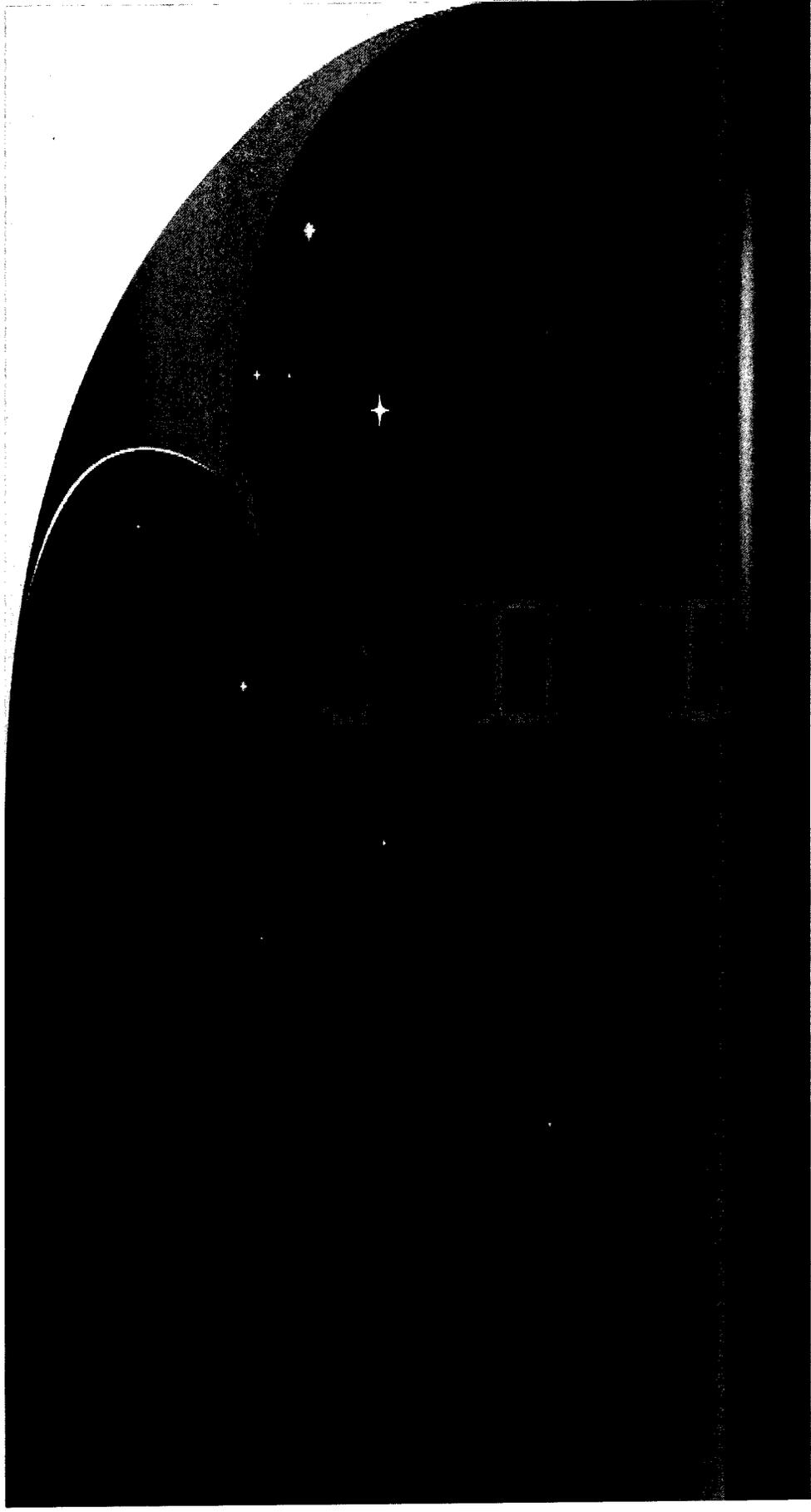
- Special education **operates much as it did 30 years ago**, despite fundamental changes in today's schools
- General and special education still **function as parallel systems** in many schools, districts, states, and nationally
- Educator **time spent on compliance** driven, legalistic sped process instead of planning/implementing specialized instruction
- Missouri data confirms that most **students with IEPs spend most of the school day in the regular education classroom**—not in special education settings
- Missouri data confirms that **70% of students with IEPs are not proficient in reading or math** when they graduate--not good enough
- Classroom & special education **teachers report being inadequately prepared to meet the diversity** of educational needs in today's classrooms

National Discussion: CASE Re-invention

Big 6 Components

- School & teacher accountability based on student growth instead of performance on a state-wide test
- Teacher competency in diagnosing learning needs & prescribing instructional interventions core areas & behavior as key certification requirements
- Universal Design for Learning and Multi-tiered Systems of Support as Foundational Frameworks for responding to the needs of all learners
- Flexibility for principals in how they use local, state, federal funds/resources
- Individual Growth plans for all students below 35%tile
- Special education eligibility only for students whose disability has significant, adverse impact on learning & development

**MO-CASE Goal: Provide leadership for creating
a new vision for special education in Missouri**



How are we doing this?

- Step one—start with the people doing the work now
 - Interview educational leaders and key stakeholders across Missouri about their **best case scenarios** for the re-invention of special education
 - General education administrators—superintendents, district administrators, principals
 - Special education administrators & leaders—district, state, national
 - General and special education teachers
 - Parents of students with disabilities
 - Recent graduates or non-completers who participated in special education services

◦ Step Two: Learn from the work of *other states currently engaged* in the re-invention of special education

- Colorado
- Florida
- Kansas
- Iowa
- Ohio
- Illinois
- Michigan

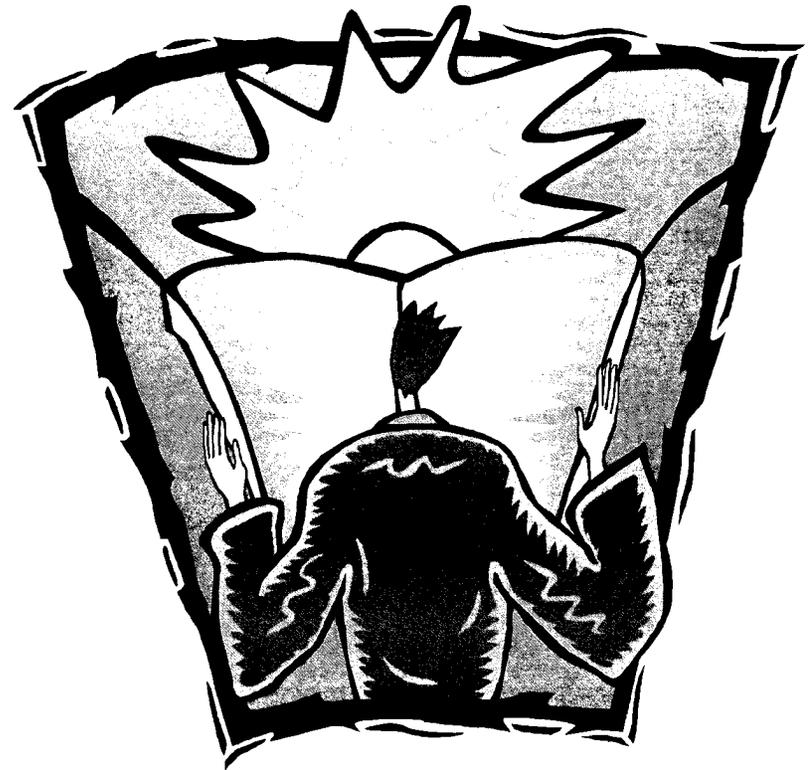


- Step Three: Identify ***key practices*** being implemented in MO schools/districts demonstrating success in ***moving the numbers*** for students within key subgroups—students with disabilities, low SES, LEP, racial minorities



Step Four: Partner with other professional educational organizations in creating the *vision*

- MASA, MAESP, MCSA, MASSP
- DESE/SEAP
- CEEDAR and IHE
- MO-CASE LASE groups
- Parent Advisory Councils
- MO CEC
- MSBA
- MSTA/MNEA

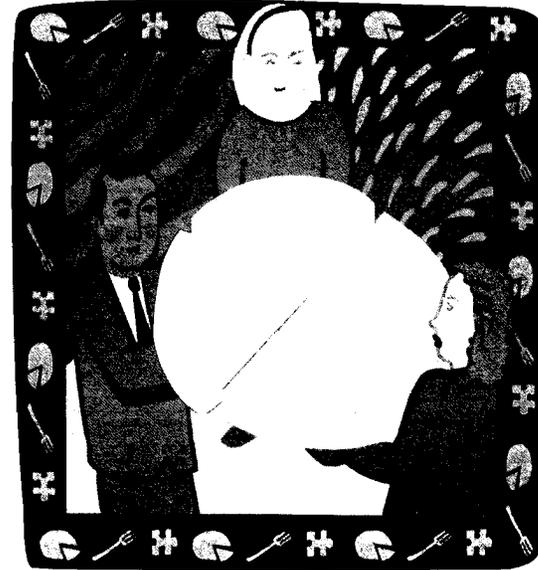


Step Five: Develop a blue print for building the vision

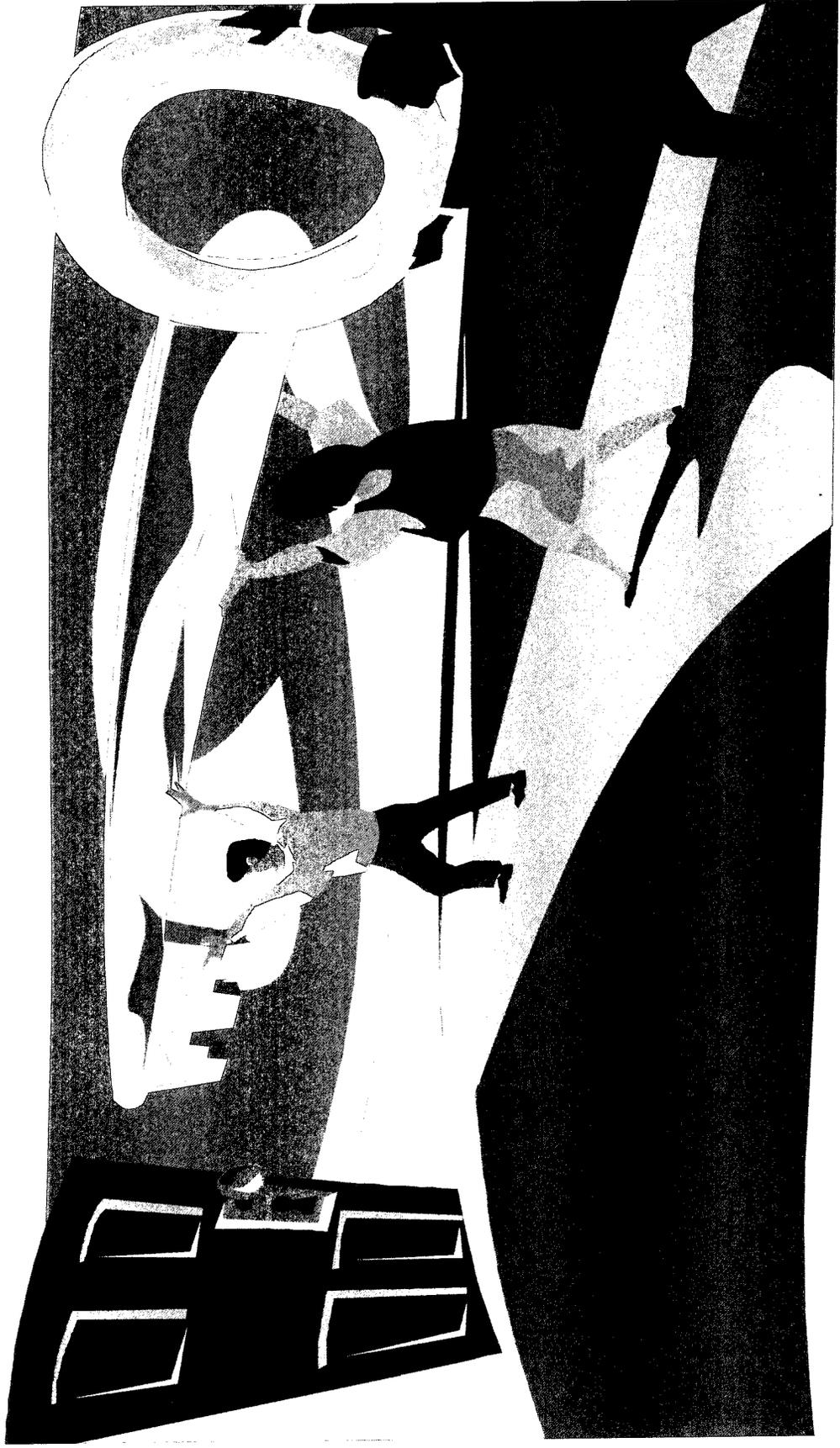


Our work so far

- Building Partnerships
 - DESE
 - MASA
 - MAESP
 - CEEDAR & IHE
- Interviews with Stakeholders and Leaders
 - Over 100 individual or small group
 - State leaders
 - District leaders
 - Principals
 - National leaders in special education policy/research
 - Classroom & special education teachers
 - Looking for *recurring Big Ideas*



SEAP ideas on the Re-invention of Special Education



1-2-4 Group Think

5 groups of
4

- Is there a need to re-invent special education (practices, policies, requirements) to better meet the needs of students in today's schools? Why or why not?
- What current special education practices/policies/requirements work well and should be continued as part of re-invention?
- What current practices/policies/requirements do not work well and need to be abandoned or re-worked?
- If you could clear the slate and create the **best case scenario** for how special and general educators work together to support students with disabilities and other special needs, what would it be?
 - How would classroom, special education, other specialists & parents work together?
 - How would classrooms and schools look/function differently?
 - What effective practices would be implemented in all schools?
 - What training/competencies would classroom/special education teachers need?

Elements of the Emerging Vision

- *Single, unified educational system in which educators demonstrate the heart, mindset, skills, and confidence to teach all learners*
- *General education classrooms & schools as the primary learning environment for all learners*
- *Educational staff working in collaborative teams & using data to monitor student progress and identify/plan for students who need more than core instruction*
- *Universal standard of practice based on “what works” research for core and intervention instruction*
- *Content teachers & specialized intervention staff as full participants in school-based multi-tiered systems of support (MTSS) which intervene early—as soon as we know a student is going off-track academically or behaviorally*
- *All students achieve the academic, social-emotional, life skills and knowledge necessary to transition into college and other post-secondary schools and/or careers as productive citizens and contributors to our global society*

Missouri Collaborative Work: Focused on Effective Teaching/Learning Practices

Bridging Professional Development to Practice

WHY?

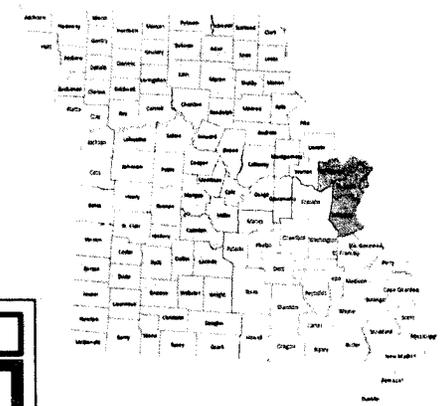
Improve learning for all students, especially students with disabilities, and improve teaching, by:

- establishing and implementing effective and efficient **collaborative data teams**,
- implementing with fidelity and a high degree of effectiveness a variety of **teaching/learning practices** which have been proven to have a high effect size on student outcomes,
- developing and administering **common formative assessments** to measure the effectiveness of teaching/learning practices as evidenced by student mastery of learning objectives, and
- using **data-based decision making** to guide decisions about classroom teaching/learning practices.

WHO?

Nine Regional Professional Development Centers deliver professional development using Learning Packages to over 250 Missouri buildings in over 105 districts.

Consistent Statewide
High Quality Professional Development



HOW?

Statewide collaborative teams developed "Learning Packages."

A 'learning package' is a focused approach to professional development content that:

- addresses adult learning principles,
- upholds specific characteristics of high quality professional development, and
- focuses on implementation at the classroom level.

Learning Packages

Components of High Quality Professional Development

Component	Purpose	Content
Preparation	Provides opportunity for learners to engage in the content prior to the formal training.	<ul style="list-style-type: none"> • Learning objectives • Expectations for the learning experience • Preparatory reading/Reflection activities
Opening & introductions	Provides an overview of the day, including reviewing learner objectives, outcomes, and essential questions.	<ul style="list-style-type: none"> • Social awareness • Introductions • Essential questions • Norms • Pre-assessment
Why the topic is important	Review the basics and relevance to student learning.	<ul style="list-style-type: none"> • Implications for student learning • Ways implementation aligns with course/curriculum standards
Overview of the topic	Provide learner with core concepts, terms, and vision for implementation.	<ul style="list-style-type: none"> • Core concepts • Glossary of terms • Implementation example
Unpacking the topic	Explore the core components and implementation steps.	<ul style="list-style-type: none"> • Detailed discussion of the core components • Rationale for components • Detailed implementation steps • Detailed description of what implementation looks like • Group discussion on what implementation looks like in a variety of contexts • Measuring fidelity • Using data to inform practice
Topic in practice	Provide opportunity for learners to discuss what application in the classroom looks like.	<ul style="list-style-type: none"> • Reflection on what implementation would look like in their classrooms • Unique and problematic potential challenges to implementation and fidelity gaps
Topic in action	Explore ways for the learners to incorporate the new knowledge and skills into their teaching.	<ul style="list-style-type: none"> • Post assessment learner knowledge • Reflection on personal teaching context and implementation
Assessment & reflection	Provides opportunity for the learner to reflect on their learning and personal implementation challenges.	<ul style="list-style-type: none"> • Post assessment learner knowledge • Reflection on personal teaching context and implementation
Closing & follow-up	Provide opportunity for learners to outline their implementation steps and plans for follow-up coaching.	<ul style="list-style-type: none"> • Templates for outlining implementation steps in personal teaching contexts and follow-up coaching • Additional resources for further

Learning Packages (2013)

The Collection

The Content

Products

Implementation of Professional Development

Fidelity of Professional Development

Pre/post assessments

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Implementation in Schools

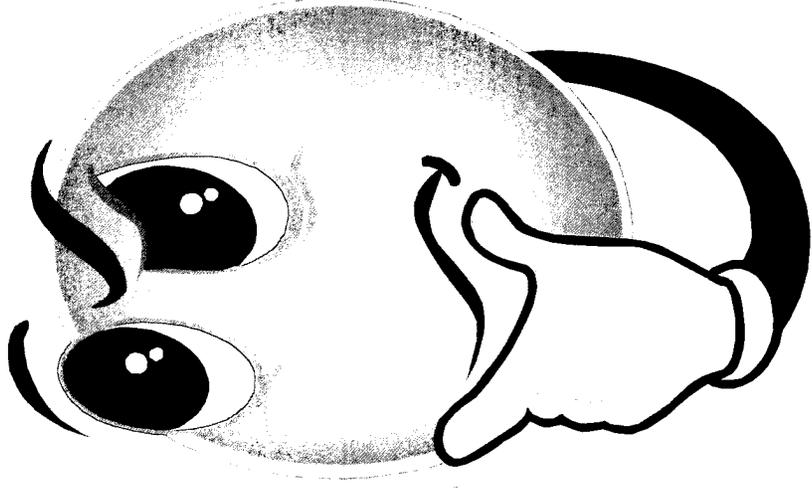
Practice Profiles for Classroom Level Implementation

Implementation Fidelity & Student Engagement Data

Tools

Implementation

Your thoughts about the emerging vision & key components





Never doubt that a small group of
thoughtful, committed citizens can
change the world. If indeed, it is the only
thing that ever

Margaret Mead